DOCUMENT RESUME

ED 206 216 HE 014 202

TITLE A Plan to Assure Equal Postsecondary Educational Opportunity, 1980-1985.
INSTITUTION Maryland State Board for Higher Education, Annapolis.
PUB DATE Dec 80
NOTE 123p.
AVAILABLE FROM Maryland State Board for Higher Education, 16 Francis St., Annapolis, MD 21401.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Access to Education; Administrative Policy; Administrators; Black Colleges; Blacks; *Black Students; College Faculty; Enrollment Projections; Enrollment Rate; *Equal Education; *Higher Education; Long Range Planning; Master Plans; Minority Groups; *Policy Formation; *Statewide Planning; Student Attrition; Student Financial Aid
IDENTIFIERS *Maryland

ABSTRACT

The present report was developed as a reassessment and revision of the 1974 state plan for completing desegregation of higher education to meet new challenges and problems in the 1980s. Accomplishment of the new goals was targeted for 1985. This report has four chapters. Chapter one summarizes the goals and recommendations of the task force on undergraduate, graduate, and first-professional program accessibility; underrepresented fields of study, retention, student financial aid, employment of black faculty, administrators, and other professionals; enhancement of historically black institutions; governing boards; evaluation and implementation; and institutional budgeting. Chapter two reviews the legal background of the 1974 plan and outlines the task force's philosophical position on equal educational opportunity. The third chapter is an assessment of the present status of equal educational opportunity in the state, and chapter four gives the analysis and rationale for the numerical goals and program recommendations adopted by the task force. The new goals include (1) insuring equal postsecondary educational access; and (2) preserving the viability of historically black institutions. A section contains extensive data tables on state and institutional demographic, enrollment, retention, and staffing characteristics. Technical appendices include projections of the 1985 black high school graduates and 1985 black full-time freshmen, and notes on the development of the 1985 graduate other-race enrollment goals. (MSE)

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STATE OF MARYLAND

ED206216

# A Plan to Assure Equal Postsecondary Educational Opportunity 1980–1985

December 1980

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**Maryland State Board for Higher Education**
16 Francis Street
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(301) 269-2971

State of Maryland

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---

Dr. Sheldon H. Knorr
Commissioner of Higher Education
The Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401
269-2971

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**COMMISSIONER OF HIGHER EDUCATION**
Sheldon H. Knorr

September 15, 1980

Mr. Harry K. Wells
Chairman
State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401

Dear Harry:

It is my pleasure to transmit to you on behalf of the Task Force the Plan to Assure Equal Postsecondary Educational Opportunity: 1980-1985. This report recommends a series of 1985 goals which will continue the State policy that guarantees equal public postsecondary educational opportunity for all citizens regardless of race.

As you are well aware, unlike the circumstances which prevailed in 1974, the Board took the initiative earlier this year to examine the 1974 Plan to assess the progress achieved to date; recommend correcting deficiencies, and revise the Plan to meet new challenges and problems for the 1980's. I believe the Task Force has carried out its mandate.

I am pleased to report to you that the members of the Task Force worked hard and were supported in productive fashion by the SBHE staff assigned to us. We held eleven meetings, including three all-day sessions, between March 17 and September 10, 1980.

It remains for the Board, with the cooperation and support of the public postsecondary institutions and segments, the Executive and Legislative Branches of Maryland Government, and other State agencies, to develop a process for implementation of the recommendations.

The members of the Task Force commend the Board for its leadership, and express their appreciation for the opportunity to serve the citizens of Maryland.

Very truly yours,

J. Harrison Ager
Chairman

JHA:ds

16 Francis Street
Annapolis, Maryland
21401
(301) 269-2971
TTY for Deaf: 269-2609
D.C.Metro Area: 565-0451

Task Force Report

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TASK FORCE MEMBERS

J. Harrison Ager, Chairman
8812 Sterling Street
Landover, Maryland

Dr. Andrew Billingsley
President
Morgan State University
Baltimore, Maryland

Honorable Clarence W. Blount
Maryland State Senate
Annapolis, Maryland

Ms. Thelma T. Daley
Office of Guidance Services
Baltimore Co. Public Schools
Baltimore, Maryland

Dr. Brent M. Johnson
Executive Director
State Board for Community Colleges
Annapolis, Maryland

Ronald Holden, Esquire
Walsh and Holden, P.A.
Annapolis, Maryland

Hon. Howard P. Rawlings
Md. House of Delegates
Annapolis, Maryland

Dr. Jean E. Spencer
Executive Director
Board of Trustees of State
Universities and Colleges
Annapolis, Maryland

Dr. John S. Toll
President, Univ. of Md.
Adelphi, Maryland

Mrs. Sheila Tolliver
Administrative Officer for
Education
Executive Department
Annapolis, Maryland

Non-Voting Alternates: Dr. Joseph Brandon, Board of Trustees of State Universities and Colleges; Dr. Joel Nwogbaroacha, Morgan State University; and Dr. Sherman Roberson, University of Maryland.

Task Force Staff

Joseph T. Durham

Cheryl Johnson

Javier Miyares

Fred H. Spigler, Jr.

# INTRODUCTION

The Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State (1974 Plan) has been the State policy for systematically assuring equal postsecondary educational opportunity since 1974. The target year for achieving the goals and objectives of the 1974 Plan was 1980. In March 1980, the State Board for Higher Education appointed a 10-member Task Force. In announcing the formation of the Task Force, Commissioner Sheldon H. Knorr stated that the objectives of the Task Force were to: (1) assess the progress achieved to-date under the 1974 Plan, (2) determine those goals which have not been achieved and make recommendations for correcting these deficiencies, and (3) revise the 1974 Plan to meet new challenges and problems in the 1980s. The Task Force set 1985 as the target year for accomplishing the new and revised goals. These goals and recommendations constitute the body of this report.

The Task Force recognized that two areas required more time than was available. These are: (1) The Enhancement of Historically Black Institutions, and (2) Student Financial Aid. The Task Force convened a special committee composed of segmental representatives to design an approach to study the enhancement problem. Additionally, special consultants will be engaged to study the enhancement problem and to make recommendations to the Board. With respect to student financial aid, the Task Force recommends that this area be further studied by the State Board for Higher Education. The Task Force feels that it is imperative that both studies be concluded in a timely manner so that recommendations having a fiscal impact can be included in the Governor's FY83 pre-MARC considerations.

This report is organized into four chapters. Chapter One summarizes the goals and recommendations adopted by the Task Force. Chapter Two reviews the legal background out of which the 1974 Plan evolved and delineates the philosophical position of the Task Force with respect to equal postsecondary educational opportunity. Chapter Three is an assessment of the present status of equal postsecondary educational opportunity in the State. Chapter Four provides the analysis and rationale for the numerical goals and programmatic recommendations adopted by the Task Force. The appendices contain technical information regarding the methodology used in obtaining enrollment projections.

# CHAPTER ONE

## SUMMARY OF THE TASK FORCE RECOMMENDATIONS

Chapter One summarizes the goals and recommendations adopted by the Task Force. A descriptive analysis and rationale for these goals and recommendations are contained in Chapter Four.

The Task Force reached its conclusions after thorough study and discussion. The members had available to them a broad spectrum of demographic and postsecondary enrollment and program data. In addition, the Task Force considered the U.S. Office for Civil Rights 1978 Revised Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Higher Education (OCR Guidelines). The goals and recommendations adopted by the Task Force are basically consistent with the spirit of these guidelines and build on the successes of the 1974 Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State (1974 Plan), which was approved by the Federal Government in June, 1974.

The goals and recommendations are subsumed under the nine major areas around which the Task Force organized its deliberations.

### UNDERGRADUATE ACCESSIBILITY

#### Statewide Goal

THE GENERAL GOAL FOR UNDERGRADUATE ENROLLMENT SHALL BE THE CONTINUATION OF PARITY IN THE PROPORTION OF BLACK AND WHITE HIGH SCHOOL GRADUATES ENROLLING IN PUBLIC HIGHER EDUCATION INSTITUTIONS IN THE STATE.

#### Community Colleges

First-Time Students. THE PROPORTION OF THE FIRST-TIME FULL-TIME FRESHMEN ENROLLED IN EACH COMMUNITY COLLEGE WHO ARE BLACK SHALL BE (OR CONTINUE TO BE) AT LEAST EQUAL TO THE PROPORTION OF BLACK COMMUNITY COLLEGE SERVICE AREA PUBLIC HIGH SCHOOL GRADUATES.

Part-Time Students. THE RACIAL COMPOSITION OF THE PART-TIME ENROLLMENT IN EACH COMMUNITY COLLEGE SHALL REFLECT (OR CONTINUE TO REFLECT) THE RACIAL COMPOSITION OF THE COMMUNITY COLLEGE SERVICE AREA.

Transfer Students. THERE SHALL BE PARITY IN THE PROPORTION OF BLACK AND WHITE STUDENTS TRANSFERRING FROM COMMUNITY COLLEGES TO FOUR-YEAR INSTITUTIONS WHO HAVE COMPLETED THE A.A. DEGREE IN A TRANSFER PROGRAM OR WHO HAVE EARNED 56 CREDIT HOURS.

Four-Year Institutions

First-Time Students. THE PROPORTION OF THE FIRST-TIME, FULL-TIME FRESHMEN WHO ARE OTHER-RACE STUDENTS ENROLLED IN THE PUBLIC FOUR-YEAR INSTITUTIONS SHALL BE (OR CONTINUE TO BE) AT LEAST EQUAL TO THE GOALS SHOWN BELOW:

First-Time, Full-Time Freshmen
1985 Goals

| | % Other-Race Students |
|---|---|
| Bowie State College | 29% |
| Coppin State College | 5% |
| Frostburg State College | 8% |
| Salisbury State College | 8-10% |
| Towson State University | 13-16% |
| Morgan State University | 12% |
| St. Mary's College | 8% |
| UMBC | 13-16% |
| UMCP | 10-12% |
| UMES | 25% |

UMAB and U of B. THE PROPORTION OF FULL-TIME STUDENTS WHO ARE BLACK ENROLLED IN UMAB AND U OF B SHALL BE AT LEAST EQUAL TO THE GOALS SHOWN BELOW:

Full-Time Undergraduates
1985 Goals

| | % Black |
|---|---|
| UMAB | 12% |
| U of B | 16-17% |

GRADUATE AND FIRST PROFESSIONAL ACCESSIBILITY

Statewide Graduate Enrollment

THE PROPORTION OF BLACK STATE RESIDENTS WHO GRADUATE FROM PUBLIC UNDERGRADUATE FOUR-YEAR INSTITUTIONS IN THE STATE AND ENTER PUBLIC INSTITUTIONS FOR GRADUATE

STUDY OR PROFESSIONAL TRAINING IN THE STATE SHALL BE EQUAL TO THE PROPORTION OF WHITE STATE RESIDENTS WHO GRADUATE FROM SUCH UNDERGRADUATE INSTITUTIONS AND ENTER SUCH INSTITUTIONS FOR GRADUATE STUDY OR PROFESSIONAL TRAINING.

Segmental Graduate Enrollment

The 1985 goals for first-time graduate students are:

| Segment/Institution | % Black |
|---|---|
| BTSUC | 20-24% |
| Morgan State University | 50% |
| University of Maryland | 10-12% |
| All Institutions | 15-18% |

First-Professional Enrollment

U. of B. THE FIRST-TIME BLACK STUDENT ENROLLMENT AT THE UNIVERSITY OF BALTIMORE LAW SCHOOL BY 1985 SHALL BE 10%.

UMAB Law. THE FIRST-TIME BLACK STUDENT ENROLLMENT AT THE UNIVERSITY OF MARYLAND SCHOOL OF LAW BY 1985 SHALL BE IN THE RANGE OF 10-15%.

UMAB Medicine and Dentistry. THE FIRST-TIME BLACK STUDENT ENROLLMENT AT THE UNIVERSITY OF MARYLAND'S SCHOOLS OF MEDICINE AND DENTISTRY BY 1985 SHALL BE IN THE RANGE OF 10-12%.

UNDERREPRESENTED FIELDS OF STUDY

1. FOUR-YEAR INSTITUTIONS SHALL FOCUS SPECIAL RECRUITMENT EFFORTS ON ENROLLING AND GRADUATING BLACK STUDENTS IN TECHNICAL/SCIENTIFIC AREAS AT THE UNDERGRADUATE AS WELL AS THE GRADUATE LEVEL.

2. THE UNIVERSITY OF MARYLAND SHALL PRESENT SPECIFIC PLANS AND GOALS FOR INCREASING RETENTION IN THE FIELDS OF ARCHITECTURE, COMPUTER AND INFORMATION SCIENCES AND ENGINEERING TO A LEVEL SUCH THAT TOTAL BLACK ENROLLMENT IN THESE FIELDS IS CONSISTENT WITH THE 1979 FULL-TIME, FIRST-TIME BLACK ENROLLMENT, WHICH EQUALED 9.2% IN THESE FIELDS.

RETENTION

1. BY 1985 EACH INSTITUTION SHALL EITHER ATTAIN EQUAL RETENTION RATES FOR BLACK AND WHITE REGULARLY ADMITTED STUDENTS OR IMPROVE BY 10 PERCENTAGE POINTS THE RETENTION RATES OF REGULARLY ADMITTED BLACK STUDENTS.

2. EACH INSTITUTION SHALL, AFTER THE FIRST YEAR OF ATTENDANCE, ATTAIN RETENTION RATES FOR STUDENTS ADMITTED AS EXEMPTIONS TO THE REGULAR ADMISSION CRITERIA EQUAL TO RETENTION RATES FOR REGULARLY ADMITTED STUDENTS.

STUDENT FINANCIAL AID

1. THE SBHE SHALL CONDUCT A STUDY (A) TO ASCERTAIN THE EXTENT TO WHICH BLACK STUDENTS ARE DENIED ACCESS TO UNDERGRADUATE, GRADUATE, AND FIRST-PROFESSIONAL DEGREES BECAUSE ADEQUATE FINANCIAL AID IS NOT AVAILABLE; AND (B) TO ESTIMATE THE AMOUNT OF FINANCIAL AID FUNDING NECESSARY FOR IMPLEMENTATION OF THIS REPORT AND ITS RECOMMENDATIONS.

2. THE UNDERGRADUATE OTHER-RACE GRANT PROGRAM SHOULD CONTINUE TO BE FUNDED AT LEAST AT ITS CURRENT LEVEL. INSTITUTIONS SHALL AWARD OTHER-RACE GRANTS ONLY TO OTHER-RACE STUDENTS.

3. THE OTHER-RACE GRANT PROGRAM FOR GRADUATE AND FIRST-PROFESSIONAL STUDENTS SHOULD BE FUNDED AT LEAST AT ITS CURRENT LEVEL. PRIORITY IN MAKING AWARDS SHALL BE GIVEN TO MINORITY STUDENTS ENROLLING IN GRADUATE AND PROFESSIONAL FIELDS WITH LOW MINORITY REPRESENTATION. BOTH FINANCIAL NEED AND MERIT SHALL BE CONSIDERED IN MAKING THE AWARDS.

4. THE SBHE SHALL CONTINUE TO PUBLISH AN INVENTORY OF FINANCIAL AID INFORMATION.

EMPLOYMENT OF BLACK FACULTY, ADMINISTRATORS AND PROFESSIONALS

Except as may be otherwise required by federal regulations applicable to certain institutions or as may be appropriate to enhancing the historically black institutions:

1. THE PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE STAFF OF EACH GOVERNING BOARD, OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, IN POSITIONS NOT REQUIRING THE DOCTORAL DEGREE, SHALL AT LEAST EQUAL THE PROPORTION OF BLACK STUDENTS GRADUATING WITH MASTER'S DEGREES IN THE APPROPRIATE

DISCIPLINE FROM PUBLIC INSTITUTIONS WITHIN THE STATE, OR THE PROPORTION OF BLACK INDIVIDUALS WITH THE REQUIRED CREDENTIALS FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA, WHICHEVER IS GREATER.

2. THE PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE STAFF OF EACH GOVERNING BOARD OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, IN POSITIONS REQUIRING THE DOCTORAL DEGREE, SHALL AT LEAST EQUAL THE PROPORTION OF BLACK INDIVIDUALS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

3. THE PROPORTION OF BLACK NON-ACADEMIC PERSONNEL (BY JOB CATEGORY) AT EACH INSTITUTION AND ON THE STAFF OF EACH GOVERNING BOARD OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, SHALL AT LEAST EQUAL THE PROPORTION OF BLACK PERSONS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

4. HEREAFTER AND UNTIL THE FOREGOING GOALS ARE MET FOR THE TRADITIONALLY WHITE INSTITUTIONS AS A WHOLE, THE PROPORTION OF BLACKS HIRED TO FILL FACULTY AND ADMINISTRATIVE VACANCIES SHALL NOT BE LESS THAN THE PROPORTION OF BLACK INDIVIDUALS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

5. EACH INSTITUTION, THE SBHE, U OF M CENTRAL ADMINISTRATION, BTSUC AND SBCC SHALL INCORPORATE IN THEIR ANNUAL AFFIRMATIVE ACTION PLAN UPDATES AN ANALYSIS OF THE RELEVANT LABOR MARKET (BY HEGIS CATEGORY FOR FACULTY) AND SHALL SPECIFY APPROPRIATE GOALS FOR MINORITY HIRING. THE REVISED AFFIRMATIVE ACTION PLANS SHALL BE SUBMITTED FOR EVALUATION TO SBHE.

6. EACH INSTITUTION SHALL COMMIT ITSELF TO AFFIRMATIVE ACTION PRINCIPLES IN TENURE AND PROMOTION DECISIONS. THE SEGMENTS SHALL MONITOR THE IMPLEMENTATION OF THESE PRINCIPLES AND REPORT TO THE SBHE. THE SBHE SHALL EVALUATE SEGMENTAL REPORTS ON TENURE AND PROMOTION DECISIONS AND REPORT ANY ADVERSE EFFECT.

7. SEARCH COMMITTEES ESTABLISHED TO NOMINATE, REVIEW, RECOMMEND AND/OR APPOINT APPLICANTS TO THE POSITION OF CHIEF EXECUTIVE OFFICER OF A SYSTEM, INSTITUTION, CAMPUS OR BOARD ASSOCIATED WITH HIGHER EDUCATION SHALL INCLUDE BLACK REPRESENTATION.

ENHANCEMENT OF HISTORICALLY BLACK INSTITUTIONS

The Task Force believes that Morgan State University, Coppin State College, Bowie State College, and the University of Maryland Eastern Shore (UMES) should be developed to their fullest potential in keeping with their roles and missions.

The Task Force further believes that the State's historically black institutions have been unique in their contribution to diversity of educational opportunity and freedom of choice in Maryland.

Therefore the Task Force recommends that:

THE STATE BOARD FOR HIGHER EDUCATION, WITH THE COOPERATION OF THE TASK FORCE AND THE INSTITUTIONAL AND SEGMENTAL GOVERNING BOARDS, SHALL UNDERTAKE A COMPREHENSIVE STUDY OF THE STATE'S FOUR HISTORICALLY BLACK INSTITUTIONS TO DETERMINE WITHIN THE AREAS OF GENERAL ADMINISTRATION, PROGRAM, FACULTY, SUPPORT SERVICES, STUDENT AID, FACILITIES, AND GENERAL FINANCIAL SUPPORT, THE SPECIAL NEEDS THAT MUST BE MET IN ORDER TO ENHANCE THESE INSTITUTIONS. THIS STUDY SHALL BE COMPLETED BY APRIL 1, 1981.

IT IS FURTHER RECOMMENDED THAT THIS STUDY BE CONDUCTED IN THE AREAS CITED ABOVE, BASED ON EVALUATION CRITERIA DEVELOPED BY REPRESENTATIVES FROM THE PUBLIC POSTSECONDARY INSTITUTIONS.

It is understood that responsibility for implementation of the recommendations rests with the segmental and institutional governing boards and that coordination and monitoring of the implementation of the study is the responsibility of SBHE.

GOVERNING BOARDS

THE GOVERNOR SHOULD CONTINUE AT LEAST THE PRESENT RATE OF APPOINTMENT OF BLACK PERSONS TO STATEWIDE AND SEGMENTAL BOARDS WITH A MEMBERSHIP REFLECTING THE STATE'S RACIAL DISTRIBUTION AND TO LOCAL BOARDS WITH A MEMBERSHIP REFLECTING THE RACIAL DISTRIBUTION OF THE SERVICE AREA AND SHOULD INCREASE THE APPOINTMENT OF BLACK PERSONS TO THOSE LOCAL BOARDS WITH A MEMBERSHIP WHICH DOES NOT REFLECT THE RACIAL DISTRIBUTION OF THE SERVICE AREA.

EVALUATION AND IMPLEMENTATION

1. THE SBHE SHALL CONTINUE TO HAVE AND EXERCISE THE CENTRAL RESPONSIBILITY FOR COORDINATING AND MONITORING THE EFFECTIVE IMPLEMENTATION OF THE TASK FORCE RECOMMENDATIONS.

2. THE SBHE SHALL CONTINUE TO COLLECT THE DATA NECESSARY TO MONITOR AND EVALUATE PROGRESS TOWARDS THE GOALS RECOMMENDED BY THE TASK FORCE.

3. THE SBHE SHALL CONTINUE TO RECOMMEND CORRECTIVE ACTIONS THAT ARE RELATED TO THE IMPLEMENTATION OF THIS REPORT.

4. THE SBHE SHALL CONTINUE TO PARTICIPATE IN THE RESOLUTION OF CONFLICTS THAT PERTAIN TO EQUAL OPPORTUNITY.

5. THE SBHE SHALL CONTINUE TO CONDUCT LONGITUDINAL STUDIES ON ISSUES RELATED TO BLACK PARTICIPATION IN HIGHER EDUCATION.

6. THE SBHE SHALL CONTINUE TO SERVE AS A REPOSITORY OF CAMPUS AND SEGMENT AFFIRMATIVE ACTION PLANS.

7. THE SBHE SHALL CONTINUE TO EVALUATE THE IMPACT ON EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY OF NEW ACADEMIC PROGRAM AND FACILITY PROPOSALS.

8. THE SBHE SHALL PREPARE AND PUBLISH AN ANNUAL EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY STATUS REPORT. THIS REPORT SHALL INCLUDE A STATISTICAL SUMMARY ON ENROLLMENTS, DEGREES GRANTED, EMPLOYMENT, AND GOVERNING BOARDS; AN EVALUATION OF PROGRESS TOWARDS THE GOALS RECOMMENDED BY THE TASK FORCE; INSTITUTIONAL REPORTS IN A FORMAT PROVIDED BY THE SBHE; AND RECOMMENDATIONS FOR CORRECTIVE ACTION.

9. THE SBHE SHALL INCLUDE AN EVALUATION OF EFFORTS TO INSURE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY AND THE RESULTS OF THESE EFFORTS IN THE SBHE INSTITUTIONAL EVALUATION PROCESS.

10. THE SBHE SHALL INCLUDE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY CONCERNS IN THE SPECIAL INTER-INSTITUTIONAL REVIEWS OF EXISTING PROGRAMS.

PROGRAMMATIC GOAL

EACH HIGHER EDUCATION INSTITUTION SHALL DEVELOP BUDGET RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE GOALS CONTAINED IN THIS PLAN. EACH GOVERNING BOARD SHALL HAVE THE RESPONSIBILITY OF OVERSEEING THIS PROCESS.

## CHAPTER TWO

## BACKGROUND

### LEGAL BACKGROUND

In 1969 and 1970, the Office for Civil Rights (OCR) of the United States Department of Health, Education and Welfare (which has been succeeded by the Department of Education) notified ten states - Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania and Virginia - of its view that they had not dismantled their statewide dual systems of public higher education. OCR also alleged with respect to each state that it had failed to adopt measures necessary to overcome the effects of past segregation and required each state to file a statewide plan for the desegregation of its public higher education system.

Maryland submitted in 1969 the State of Maryland Plan for Achieving a More Representative Racial Balance Among the Four-Year Public Institutions of Higher Learning. OCR subsequently requested that certain revisions be made in the submitted plan. Revisions were made by the State, and the plan was resubmitted in December, 1970. Further communication from OCR was not forthcoming.

Concurrently in 1970, the NAACP Legal Defense Fund initiated a lawsuit, Adams v. Richardson, to compel OCR to take additional action to enforce the provisions of Title VI of the Civil Rights Act of 1964*. In February 1973, the Adams litigation resulted in a ruling by the U.S. District Court for the District of Columbia requiring that OCR take enforcement action against the states. On appeal by OCR, the U.S. Court of Appeals for the District of Columbia Circuit modified the District Court's order and directed OCR to attempt to secure acceptable desegregation plans from the states prior to initiating enforcement proceedings.

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* Title VI of the Civil Rights Act of 1964 provides: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

In March 1973, more than two years after the last communication with Maryland, OCR requested information from the State to determine compliance with Title VI of the Civil Rights Act of 1964. The information was furnished. Subsequently, the State was notified in May 1973 that the public higher education institutions were not in compliance with Title VI in the opinion of OCR. The State was requested to submit a new desegregation plan by June 1973.

Governor Mandel appointed a bi-racial Task Force of 12 members to develop a desegregation plan for the public postsecondary education institutions. The Plan was submitted to OCR in February, 1974. OCR requested certain revisions of the Plan and in May 1974 the State provided an "Addendum to the Maryland Plan". The Plan was accepted by OCR on June 19, 1974. The Maryland Council for Higher Education (MCHE) was designated as the agency to coordinate the implementation of the 1974 Plan.

In August 1975, after the State had submitted its First Mid-Year Desegregation Status Report to OCR, the State was informed that it had failed, in OCR's opinion, to execute its plan "promptly and vigorously" and that unless certain actions were taken within 30-60 days, enforcement actions would be initiated. Several meetings between representatives of the State and OCR followed in an attempt by the State to develop a better working relationship which would allow the State to implement its 1974 Plan consistent with available resources and statewide priorities. These meetings gave the State reason to believe that such a relationship was being established.

However, in December 1975, OCR informed the State that it was referring the matter to HEW's Office of General Counsel requesting that administrative fund termination proceedings against the State be initiated. In January 1976, before the administrative process began, the State brought suit against OCR in the U.S. District Court for the District of Maryland alleging that OCR was failing to enforce Title VI in an appropriate and lawful manner and seeking an injunction restraining OCR from initiating any administrative fund termination proceedings until it first complied with the requirements of Title VI.

After the development of an extensive record and full consideration of the arguments advanced by the respective parties, Chief Judge Edward S. Northrop granted a preliminary injunction against OCR on March 9, 1976. This injunction specified steps required to be taken by OCR before the commencement of any administrative fund termination proceedings. These steps included:

1. Adopting and promulgating administrative regulations setting forth specific standards for compliance with Title VI in the administration of programs of federal financial assistance by institutions of higher education;

2. Making a separate analysis of each program of federal financial assistance to determine the existence of any non-compliance in its administration at any particular institution; and

3. Making good faith effort in the event of any non-compliance, to achieve compliance by voluntary means in each such program and, in this connection, specifying the actions that OCR viewed as necessary to remedy the alleged non-compliance.

Subsequently, OCR appealed the decision to the U. S. Court of Appeals for the Fourth Circuit. Initially, on August 9, 1977, the Court of Appeals ruled four to three that while Judge Northrop had properly enjoined OCR, the requirements he imposed for further OCR action were too extensive. In the view announced as being subscribed to by four members of the court, OCR's systemwide approach was proper and thus all that was required of OCR was the publication of criteria for acceptable desegregation plans and an opportunity for the State to submit a new plan. Three members of the court were in favor of affirming Judge Northrop's injunction without modification. Because the decisive vote to create the 4 to 3 split in the court had been cast by a judge who had died three months before the decision was handed down, the State asked the court to reconsider its decision. The appellate court then ruled that it had improperly counted the deciding vote, leaving the court evenly divided on whether to modify or affirm Judge Northrop's injunction. The legal effect of this equal division was to affirm Judge Northrop's decision, and the case was remanded to him. Since that time, OCR has not sought to advance its defense of the case. The injunction of March 9, 1976 remains in effect.

Concurrently, in 1976 the Adams plaintiffs sought further relief, claiming that OCR had not exerted enough efforts to seek compliance by the states of Arkansas, Florida, Georgia, North Carolina, Oklahoma and Virginia** with Title VI of the 1964 Civil Rights Act. In April, 1977 the U. S. District Court for the District of Columbia ruled that the 1974 plans submitted by these states were not in compliance with the criteria previously announced by OCR and that as implemented, the plans failed to achieve significant progress toward higher education desegregation. The District Court ordered OCR to develop and issue within ninety days specific criteria (guidelines) to guide these states in the preparation of revised desegregation plans. In July, 1977 OCR published its guidelines. The District Court gave the six states sixty days to submit revised plans to OCR. OCR was given until January, 1978 to accept or reject the plans. OCR has accepted all of the plans with the exception of the plan submitted by North Carolina. Presently the North Carolina case is being heard by an administrative law judge.

PHILOSOPHIC APPROACH

Based on an assessment of the status of equal postsecondary educational opportunity in the State, the early deliberations of the Task Force were marked by a shift from the 1974 emphasis, mandated by OCR, of desegregation to a philosophy that the State of Maryland should encourage and support public postsecondary institutions which are responsive to the educational needs of all its citizens. Believing that it should go beyond desegregation, which was viewed as the abolition of the barriers which separate racial groups, the Task Force adopted the view that future efforts should insure the existence of viable public postsecondary educational institutions which offer quality programs and are open to all.

Operating under these assumptions, the Task Force organized its deliberation under nine major areas:

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** Louisiana, Mississippi, Pennsylvania and Maryland were excluded from this phase of the case. Louisiana had refused to submit a plan for 1974 and was referred to the Department of Justice, which filed a lawsuit in January, 1974. The plan submitted by Mississippi had been deemed unacceptable by OCR and the matter had been referred to the Department of Justice, which filed a lawsuit in March, 1975. Pennsylvania had reached an agreement with OCR acceptable to the parties of the Adams litigation. Maryland had initiated the injunctive suit against OCR.

Undergraduate Accessibility. Although considerable progress in the area of access at the undergraduate level has been made, there are areas in the State where access was still a problem.

Graduate/First-Professional Accessibility. Progress in accessibility for minorities in graduate and first-professional programs has been slow and aggressive remedies were required. Minority enrollment in graduate and professional programs is not a problem concerning just higher education but has broader implications for the integration of the total society.

Enrollment of Minority Students in Fields of Study in Which They are Under-Represented. This problem has broad implications for the integration of the total society. Minorities need to be encouraged to take advantage of the wide variety of programs offered throughout the State.

Retention of Minority Students. This is perhaps the single most important issue facing the public higher education institutions in the 1980's. Admission carries with it the commitment on the part of public higher education institutions that they have the resources to provide the necessary support which enables minority students to complete successfully their programs of study.

Student Financial Aid. Minority students should not be denied access to undergraduate, graduate, or first-professional degrees because of inadequate levels of financial aid.

Employment of Minority Faculty, Administrators, and Other Professionals. Employment opportunities throughout each aspect of the university or college should be afforded to minorities. Minority faculty should be retained and admitted to tenure in the same manner as other faculty members.

Enhancement of the Historically Black Institutions. The tradition and service that these institutions provide to the State are immeasurable. These institutions also provide a diversity that is indispensable if freedom of choice is to prevail in higher education in the State.

Governing Boards. Governing and coordinating higher education boards should include members from minority groups.

Evaluation and Implementation. The evaluation process should be seen as a starting point for further progress. Continual evaluation of the goals and objectives of this report will insure equal educational opportunity for all students regardless of race.

## CHAPTER THREE

## ASSESSMENT OF PRESENT STATUS

The first section of this Chapter includes a statistical summary of the public higher education institutions' equal educational opportunity status. The second section identifies accomplishments and areas of concern.

### STATISTICAL SUMMARY

#### Enrollment

Table 1 shows the trends in full-time undergraduate enrollment by race at each public institution for 1974, 1977 and 1979. Also included are the 1974 Plan's 1980 goals. In Fall 1979, the State's public higher education institutions reported 18,447 (21.8%) black students enrolled as full-time undergraduates. By comparison, the 1980 Statewide goal for black enrollment was 21-23%; the State's black population in 1977 was 22%; and the percentage of black students among the May 1979 high school graduates in the State was about 20%.

The State colleges and universities and the community colleges as segments have reached their 1980 goals. Ten of the 15 predominantly white community colleges with goals (Wor-Wic was not in existence when the 1974 plan was developed) have reached or exceeded their 1980 goals. Among the predominantly white State colleges and universities, Frostburg and the University of Baltimore have reached or exceeded their 1980 goals. Among the predominantly white University of Maryland campuses, UMBC has reached its goal.

Since 1974 the number of black full-time undergraduates has increased by 34%. However, since 1977, black undergraduate enrollment has stabilized at around 22% of full-time undergraduates.

Table 2 shows the trends in full-time graduate and first-professional enrollments combined by institution and race for years 1974, 1977 and 1979. Also included are the 1974 Plan's 1980 goals. Of the 6,914 students reported in Fall 1979, 9.3% were black. Since 1974, the number of black full-time graduate/first-professional students has decreased by 13%. Table 3 includes data on full and part-time graduate enrollment by institution. Thirteen percent of all graduate students in Fall 1979 were black. This proportion is comparable to the proportion of bachelor's degrees awarded to black students in reporting period 78-79 (13%). Noteworthy is the other-race

graduate enrollment in the historically black institutions. For example, Bowie State College and UMES Fall 1979 graduate enrollments were not predominantly black.

Table 4 shows the trends in total enrollments in first-professional programs by race for years 1974, 1977 and 1979. Seven percent of all first-professional students enrolled in the State's public universities were black. This proportion has remained constant since 1977 (up from 6% in 1974).

Table 5 shows the total Fall 1979 enrollment (undergraduates, graduates and first-professionals, full and part-time), for the State's public higher education institutions. There were 189,953 students enrolled, 35,962 (18.9%) of whom were black.

Degrees Awarded

Tables 6 through 12 show the degrees awarded by program areas. Data are included from all nineteen community college campuses, the eight State universities and colleges, and the five campuses of the University of Maryland.

Of the 1,001 certificates awarded, 121 (12.1%) went to blacks. The largest number of certificates awarded to black students was in the Business and Commerce technology field. (Table 6)

Black students received 1,142 (16.4%) of the 6,974 associate's degrees. Transfer programs had the largest number of blacks followed by Business and Commerce Technology and Public Services Related Technology. (Table 6)

The State public institutions awarded a total of 12,479 bachelor's degrees. Of those, 1,637 (13.0%) went to black students. The areas with the largest number of black recipients were: Business and Management, Education, and Social Sciences. (Table 7)

Black students received 366 (13.0%) of the 2,811 master's degrees awarded. The areas with the largest number were: Education, Business and Management, and Public Affairs and Services. (Table 8)

The State public institutions awarded 383 Doctorates. Twenty (5.2%) went to black students. Education was the area with the largest number of black recipients. (Table 9)

Of the 775 first-professional degrees awarded in Dentistry, Medicine, and Law, 41 (5.3%) were awarded to black students. The largest number was in Law. (Table 10)

While in 1975 only 28% of the black baccalaureate degree recipients graduated from historically white institutions, by 1979, that proportion had increased to 49% (Table 11). The proportion of black students receiving a master's degree from a historically white institution also increased from 25% in 1975 to 37% in 1979.

As for trends in the number of degrees awarded, the number of black degree recipients generally has increased more rapidly during the last four years than the number of white degree recipients (Table 12). This holds for all types of degrees except master's degrees. The number of blacks receiving first-professional degrees has also increased during the last four years. This holds for all professional degrees except Dentistry.

Retention

Table 13 shows the one-year attrition rates by race of the Fall 1977 freshman class for the State four-year public institutions. (UMES did not submit the data required for this analysis in 1977). Statewide 40% of black students (vs. 27% of white students) did not return in 1978 to the same institution they had enrolled in 1977. Among the historically white institutions only Frostburg and St. Mary's deviated significantly from this pattern. Table 14 shows the attrition rates for the four-year institutions after taking into account the number of transfer students. A pattern similar to the one found in Table 1 emerges: 32% of the black students (vs. 23% of all students) who were first-time freshmen in 1977 did not re-enroll in any public institution in 1978. Table 15 shows the degree attainment rates of the Fall 1974 community colleges' freshman class four years after first enrollment. Of the black students first enrolled in 1974 whose goal was to obtain a degree, 78% (vs. 65% of white students) had not achieved that goal by 1978. Similar data are not now available for the four-year institutions; however, the difference in degree attainment rates by race is made apparent by a comparison of the proportion of blacks among the Fall 1974 full-time students enrolled in all four-year public institutions (20%) and the proportion of blacks among the bachelor degree recipients four years later (13%).

Student Financial Aid

The undergraduate financial aid data included in the tables are for FY79; enrollment data are for Fall 1978.

Table 16 shows financial aid data for the General, House of Delegates and Senatorial Scholarship Programs and for the Other-Race Grant Program. These data are displayed by institution. In the aggregate, historically black institutions received $52 per FTES-UG (vs. $47 per FTES-UG for historically white institutions) in State scholarship program funds.

Table 17 shows financial aid data by type of program (grants, loans, scholarships and employment). These data include all (Federal, State, private and institutional) financial aid programs. The data are displayed by institution. In the aggregate, historically black institutions received $1,493 for FTES-UG (vs. $605 for historically white institutions) in student financial aid.

Table 18 shows financial aid data for the General, House of Delegates and Senatorial Scholarship Programs by race of recipient. The data are presented for the four-year institutions and the community colleges separately. Statewide totals are included as well. While black students were 20% of the total undergraduate headcount enrollment, they received 28% of the State's scholarship program funds.

Table 19 is a summary of all undergraduate financial aid. Data presented in the column headed "N of Rejected Qualified" (Number of applicants eligible for campus-based programs who did not receive aid due to insufficient funds), raise questions as to the sufficiency of the student financial aid funds available. However, it should be noted that there are some questions as to the validity and reliability of these data.

Employees

Table 20 shows the racial breakdown by occupational category of the full-time non-instructional staff of all the public higher education institutions in the State. One-fourth of all full-time employees were black. However, there were major differences in the proportion of blacks in different job categories. Twenty-three percent of the Administrators, 13% of the non-faculty professional staff and 67% of the Service/Maintenance employees were black. Seventy-eight percent of the Administrators in the predominantly black schools were black. In the predominantly white institutions, this proportion was only 8%. Similarly, 60% of the non-faculty professional staff in the predominantly black colleges were black, but only 10% in the predominantly white schools were black.

Table 21 shows the racial breakdown by rank of the full-time faculty of all the public higher education institutions in the State. Ten percent of all faculty were

black. Fifty-five percent of the faculty in the predominantly black schools were black, while only 3% in the predominantly white schools were black. Black faculty tended to be concentrated in the lower ranks: 13% of the Assistant Professors, 9% of the Associate and 8% of the full Professors were black. This pattern held for predominantly white as well as for predominantly black schools.

Table 22 includes all full-time employees of State agencies and boards associated with higher education. Among 36 executive/ administrators, three (8%) were black. Of 95 professionals, six (6%) were black. As for all other personnel, fourteen (11%) were black.

Table 23 shows the racial breakdown by rank of the full-time faculty of all public higher education institutions in the State for years 1975 and 1979. While the number of black faculty members in historically white institutions has increased by 30% since 1975, in 1979 blacks were 3.8% (vs. 3.2% in 1975) of all faculty in white institutions.

State Boards Associated With Higher Education

Table 24 shows the racial composition of public boards associated with higher education. The median black membership for the statewide boards was 22% in Fall 1979; for the segmental boards, it was 25%. By comparison, the percentage of the State's population who are black was around 22% in 1977. Most local boards tended to reflect the local population in their racial composition.

ASSESSMENT

The statistical review presented in the previous sections describes the current status of equal educational opportunity in public higher education institutions in the State. The data indicated the progress achieved to date in several areas and demonstrated that a renewed effort is required in some other areas.

Areas of Progress

Undergraduate Enrollment. By 1979 the State had reached the 1980 goal for statewide black undergraduate enrollment. Further, the college entering rate of black high school graduates is higher than that of white high school graduates (a more detailed analysis is provided in Chapter IV). Thirteen of the 24 predominantly white institutions had reached their 1980 goal by Fall 1979.

Graduate Enrollment in the Historically Black Institutions. In Fall 1979 the graduate enrollment of two of the four historically black institutions was predominantly other-race.

Degrees Awarded. The number of bachelor's degrees awarded to black students by the State public higher education institutions increased by 14% from 1975 to 1979 (vs. 3% for whites); the number of certificates increased by 195% (vs. 121% for whites); of associates by 56% (vs. 5% for whites); of doctorates by 100% (vs. 39% for whites); and of first-professionals by 14% (vs. -5% for whites). Further, as of the reporting period 1978-1979, as many black students received bachelors degrees from historically white institutions as from historically black institutions.

Governing Boards. The racial composition of statewide and segmental boards reflects the State's racial composition. The racial composition of most local boards also reflects the service area's racial composition.

Financial Aid. The changes in the State's General Scholarship Program have contributed to the present situation in which the historically black institutions receive $52 per FTE-UG (vs. $47 for the historically white institutions). Further, while blacks are 20% of the total undergraduate enrollment, they receive 28% of all State scholarship monies.

Areas of Concern

Retention. Possibly, this is the single most important equal educational opportunity issue facing the public higher education institutions in the State. High attrition rates negate to some extent the equal accessibility achieved by entering black students. This problem also has a negative long-range impact on graduate and first-professional enrollments and on the availability of black faculty, administrators and professionals for the State's higher education institutions.

Professional School Enrollments. There has been virtual stability since 1977 (and little progress since 1974) in this area. This problem is especially severe in the schools of Dentistry and Medicine.

Black Under-Enrollment in Technical/Scientific Programs. Historically, black students have tended to major in certain fields (e.g., Education and Social Sciences). The job market outlook for these areas is not as promising as it is for the areas where blacks are under-enrolled (e.g., Computer Sciences, Engineering, etc.). This problem also has a negative long-range

impact on the number of black students qualified for professional schools: there are relatively few blacks graduating from undergraduate programs usually leading to Medicine and Dentistry.

Employment. The proportion of black faculty members in predominantly white institutions has remained basically stable at around 3% since 1974.

## CHAPTER FOUR

## GOALS AND RECOMMENDATIONS

The Task Force adopted the following general principles in developing 1985 goals.

1. The ultimate objective of the State of Maryland and the State public higher education system should be to insure equal postsecondary educational opportunity to all persons who can benefit from it regardless of race.

2. The viability of the historically black institutions should be preserved.

3. The goals should build upon the 1974 Plan, addressing identified deficiencies and omissions present in that Plan.

4. The goals should be consistent with the 1978 Maryland Statewide Plan for Postsecondary Education (Statewide Plan) and its Annual Review.

5. The goals should be consistent whenever possible with OCR Guidelines.

The Task Force organized its deliberations and recommendations in nine general areas:

1. Undergraduate Accessibility

2. Graduate/First-Professional Accessibility

3. Enrollment in fields where blacks are under-represented

4. Undergraduate retention

5. Student financial aid

6. Administrators/Faculty/Professional employees

7. Governing Boards

8. Enhancement of historically black institutions

9. Evaluation and implementation

The Task Force adopted two types of recommendations. The first type are goals which are generally quantitative in nature.

The second type, not part of the 1974 Plan, are programmatic recommendations. Finally, each segment is to submit to the SBHE by July 1, 1981 segmental plans. These plans will delineate the mechanisms that the segments will utilize to achieve the goals adopted by the Task Force.

DEMOGRAPHIC DATA

Table 25 shows the July 1, 1977 estimates of the State population (Maryland Center for Health Statistics). Twenty-two percent of the 4.1 million Maryland residents were black. The highest proportion of blacks were in Baltimore City, Prince George's County and in Southern Maryland and Eastern Shore counties. Numerically, 89% of the State's black residents were concentrated in the Baltimore and Washington, D. C. areas (vs. 79% of the white residents).

Table 26 shows the number of births by race in Maryland for years 1961 to 1977. These cohorts correspond to the high school graduates of 1979 to 1995. The fifteen-year (1961-1976) decline in white births was 39%; for non-white births it was only 11%. Graph 1 illustrates the difference in the actual numbers of white and non-white births. Graph 2 shows the number of non-white births as a percentage of total births: by 1977, 30% of all births in Maryland were to non-white mothers. These data thus show a trend toward an increase in the proportion of blacks in the population of the State (based on 1970 U. S. Census data it is estimated that 97% of the non-whites in Maryland are black). However, the proportion of non-white births in the 1962 to 1967 cohorts (the high school graduates in the 1980-1985 period covered by this Plan) remained stable at around 22%.

Table 27 shows the number of graduates from Maryland public and private high schools. Also included are data on the number of respondents by race to the State Department of Education's High School Exit Survey. This is the only statewide source of race data on high school graduates. In 1979, ninety-four percent of the public high school graduates completed the survey; 22% were black. The proportion of blacks among the private high school graduates is unknown. Table 27 includes estimates of the proportion of blacks among the private and public high school graduates: these estimates were computed assuming that 5% of the private high school graduates are black (constant throughout the years) and that the Exit Survey is an unbiased sample of the total public high school graduates. The proportion of black students among high school graduates is estimated to have increased from 14% in 1971 to 20% in 1979. The most recent SBHE projections show 54,679 high school graduates in the class of 1985; between 21-23% of these students (11,483 - 12,576) are estimated to be black. Appendix A shows the methodology used to project the proportion of black students among the 1985 high school graduates. It should be noted that

while a modest increase in the proportion of blacks among high school graduates is expected by 1985, the actual number of black high school graduates will remain at the 1979 level (12,574) under the most optimistic conditions.

## UNDERGRADUATE ACCESSIBILITY

### College Entering Rate

The OCR Guidelines call for the adoption of the following goal:

> "For two year and four year undergraduate public higher education institutions in the State system, taken as a whole, the proportion of black high school graduates throughout the State who enter such institutions shall at least be equal to the proportion of white high school graduates throughout the State who enter such institutions."

Table 28 illustrates the Guidelines' proportions for Maryland for years 1977, 1978 and 1979. In years 1977 and 1979, the college entering rate (as defined by the OCR Guidelines) for black high school graduates was higher than for their white counterparts. It should be pointed out that this proportion for black students, while still higher than for white students, has decreased since 1977. This decrease may be explained by data which indicate that the proportion of black students who attend out-of-State institutions has increased to the same level as for whites (see Tables 29 and 30).

Table 31 shows first-time, full-time Maryland residents by institution (Fall 1979). While 20% of the Spring 1979 high school graduates were black, they made up 22% of the first-time, full-time enrollment of State residents. This table provides another indication of the greater college entering rate of black high school graduates.

### Statewide Undergraduate Enrollment Goals

The 1974 Plan adopted goals for black undergraduate enrollment in terms of total full-time enrollment. This approach masked the attrition rates of black students. As a result, it provided incentives to emphasize the recruitment of black students rather than deal with their retention. The Task Force therefore decided to set separate goals for black students entering the public higher education system (new freshmen and transfer students) and for improving the retention rate of black students. The Task Force adopted the following Statewide goals for black students entering the public higher education system:

Goal 1:

PARITY IN THE PROPORTION OF BLACK AND WHITE HIGH SCHOOL GRADUATES ENROLLING IN PUBLIC HIGHER EDUCATION INSTITUTIONS IN THE STATE SHALL CONTINUE.

Goal 2:

THERE SHALL BE PARITY IN THE PROPORTION OF BLACK AND WHITE STUDENTS TRANSFERRING FROM COMMUNITY COLLEGES TO FOUR-YEAR INSTITUTIONS WHO HAVE COMPLETED THE A.A. DEGREE IN A TRANSFER PROGRAM OR WHO HAVE EARNED 56 CREDIT HOURS.

Community Colleges Undergraduate Enrollment Goals

In Maryland, community colleges have well defined service areas. Generally, a community college service area is the county where it is located. Local governments are a major source of financial support to these colleges. The enrollment, then, of community colleges should reflect the racial composition of their service areas. The Task Force therefore adopted the following goal:

Goal 3:

THE PROPORTION OF THE FIRST-TIME FULL-TIME FRESHMEN ENROLLED IN EACH COMMUNITY COLLEGE WHO ARE BLACK SHALL BE (OR CONTINUE TO BE) AT LEAST EQUAL TO THE PROPORTION OF BLACK COMMUNITY COLLEGE SERVICE AREA PUBLIC HIGH SCHOOL GRADUATES.

Further, the 1974 Plan did not establish goals for part-time undergraduate enrollment. Considering the trend in higher education toward an increase in part-time enrollment and that about 68% of the community colleges' enrollment is made up of part-time students (vs. around 20% of the four-year institutions), the Task Force decided to adopt a separate goal for part-time enrollment in the community colleges.

Goal 4:

THE RACIAL COMPOSITION OF THE PART-TIME ENROLLMENT IN EACH COMMUNITY COLLEGE SHALL REFLECT (OR CONTINUE TO REFLECT) THE RACIAL COMPOSITION OF THE COMMUNITY COLLEGE SERVICE AREA.

Table 32 shows what these goals would have been for Fall 1979.

Four-Year Institutions Undergraduate Enrollment Goals

The OCR Guidelines incorporate a set of criteria to establish goals for black enrollment in the historically white four-year institutions. These criteria are predicated on the assumption that there is a deficit of black high school graduates enrolling in college; i.e., that the college entering rate is greater for white than for black students. This assumption does not hold in Maryland. While 20% of the Spring 1979 graduates were black, in Fall 1979, 22% of all full-time undergraduates and 20% of all undergraduates were black (see Table 33). Contrary to the pattern in some states, black students in Maryland are not tracked into the community colleges: black students were 21% of all undergraduates enrolled in four-year institutions, but only 19% in community colleges. However, black students are unevenly distributed between the historically black and white public four-year institutions; 39.6% of the black full-time undergraduates, but 1.3% of all other undergraduates are enrolled in the historically black institutions (see Table 34); conversely 25.2% of the black undergraduates, but 66.1% of all other undergraduates are enrolled in the historically white institutions.

The problem then facing the State is one of distribution across institutions of a limited pool of students. Choice of a higher education institution is a complex phenomenon affected by many variables. Perceptions and attitudes of black and white high school graduates as well as program availability, financial and geographical considerations determine to a large extent the choice of institution. Indeed, freedom of student choice to attend one institution over another is a basic characteristic of American higher education and fundamental to the Maryland system of higher education. In setting 1985 goals for undergraduate enrollment, the objective of the Task Force was to insure that all high school graduates, regardless of race are provided with freedom of choice to select the institution which best meets their personal and educational needs and aspirations.

The steps followed by the Task Force in adopting 1985 goals for undergraduate enrollment were as follows:

1. Projecting the number of 1985 high school graduates;

2. Projecting the proportion of black students among the 1985 high school graduates;

3. Projecting the number of black full-time freshmen expected in 1985;

4. Projecting the number of the 1985 black full-time freshmen expected to enroll in community colleges in 1985; and

5. Adopting 1985 other-race full-time freshman enrollment goals for the four-year institutions.

The SBHE has projected 54,679 high school graduates for 1985 (Second Annual Review of the Statewide Plan - 1980). This number represents a 12% decrease in the number of high school graduates from the 1979 level. Of these students, 21-23% are expected to be black (see Appendix A) or 11,483 - 12,576. This range represents a 0-9% decrease in the number of black high school graduates from the 1979 level. Based on historical data on the relationship between the number of black Spring high school graduates and Fall full-time freshmen, it is expected that in Fall 1985 there will be 4,823 - 5,282 black full-time freshmen enrolled in the State public higher education system. Forty-four percent of these students (2,122 - 2,324) are expected to enroll in community colleges; 56% (2,701 - 2,958) are expected to enroll in 4-year institutions. See Appendix B for details of the methodology used in these projections.

The 1985 other-race, full-time freshman enrollment goals adopted by the Task Force assure the viability of the historically black institutions; take into account the full-time freshman enrollment limitations provided by the Second Annual Review of the Statewide Plan; and are within the limitations imposed by a stable or shrinking pool of black students.

Goal 5:

BY 1985 THE PROPORTION OF THE FIRST-TIME, FULL-TIME FRESHMEN WHO ARE OTHER-RACE STUDENTS ENROLLED IN THE PUBLIC FOUR-YEAR INSTITUTIONS SHALL BE AT LEAST EQUAL TO THE GOALS SHOWN IN TABLE 35.

The undergraduate enrollment of two institutions (University of Maryland at Baltimore and University of Baltimore) is composed of transfer students. The Task Force adopted the following goal for these institutions:

Goal 6:

BY 1985 THE PROPORTION OF FULL-TIME UNDERGRADUATE STUDENTS WHO ARE BLACK ENROLLED IN THE UNIVERSITY OF MARYLAND AT BALTIMORE AND THE UNIVERSITY OF BALTIMORE SHALL BE AT LEAST EQUAL TO THE GOALS SHOWN IN TABLE 36.

GRADUATE/FIRST-PROFESSIONAL ACCESSIBILITY

The 1974 Plan established graduate and first-professional other-race enrollment goals in terms of full-time enrollment only. However, 87% of the State colleges and universities' 1979

graduate students and 63% of the University of Maryland's were part-time students. Indeed, recent trends in higher education indicate that part-time graduate enrollments will increase. Furthermore, it is atypical of graduate students to be enrolled full-time consistently throughout the process of completing their degreee requirements. The Task Force therefore decided that it would be more appropriate to set graduate and first-professional other-race enrollment goals in terms of both full and part-time enrollment.

Statewide Graduate Enrollment Goal

To a large extent, graduate programs draw students from the pool of recent bachelor degree recipients. The OCR Guidelines, cognizant of this relationship, incorporate a Statewide graduate enrollment goal based on the proportion of students receiving a bachelors degree and enrolling in graduate programs. The Task Force therefore adopted the following statewide graduate enrollment goal:

Goal 7:

> BY 1985 THE PROPORTION OF BLACK STATE RESIDENTS WHO GRADUATE FROM PUBLIC UNDERGRADUATE FOUR-YEAR INSTITUTIONS IN THE STATE AND ENTER PUBLIC INSTITUTIONS FOR GRADUATE STUDY OR PROFESSIONAL TRAINING IN THE STATE SHALL BE (OR CONTINUE TO BE) EQUAL TO THE PROPORTION OF WHITE STATE RESIDENTS WHO GRADUATE FROM SUCH UNDERGRADUATE INSTITUTIONS AND ENTER SUCH INSTITUTIONS FOR GRADUATE STUDY OR PROFESSIONAL TRAINING.

Segmental Graduate Enrollment Goals

The 1974 Plan established segmental graduate enrollment goals based on the total number of full-time students. Consistent with the Statewide goal (see Goal 7 above), the Task Force decided to adopt segmental other-race graduate enrollment goals based on first-time graduate enrollment.

It is not possible at this time to assess the present status of black enrollment in graduate programs in relation to the statewide goal. The data necessary to conduct this assessment will become available in Fall, 1980 through the newly established Degree Information System. In order to adopt realistic 1985 other-race graduate enrollment segmental goals, certain assumptions were made in operationally defining the statewide goal as follows: the proportion of black students enrolling for the first time in graduate programs in public institutions in the State should equal the proportion of black students receiving a bachelor's degree from public institutions in the State. Appendix C includes the assumptions involved in

this redefinition of the statewide goal. Table 37 shows that while 13% of the bachelor's degrees awarded in the reporting period 1978-1979 were awarded to black students, 13.6% of the first-time graduate students, and 7.1% of the first-year professional students were black. Regarding black graduate enrollment, the problem is then one of distribution of students across segments. This distribution is to a large extent predicated on the range and type of graduate programs offered by the segments. Black students tend to major as undergraduates in certain areas (e.g., Education); it is not surprising then that blacks were 24% of the total graduate enrollment of the State Universities and Colleges (mostly former teachers colleges) but only 7% of the graduate enrollment of the University of Maryland.

In adopting 1985 segmental other-race graduate enrollment goals, the Task Force took into consideration the following:

1. The SBHE 1985 graduate enrollment planning projections;

2. The graduate programs offered by the segments and the major areas of future graduate program development provided by the Second Annual Review of the Statewide Plan;

3. The 1985 projection of the proportion of blacks among bachelor's degree recipients. This projection assumes an increase in the retention rate of black students (see Appendix C); and

4. The Task Force objective of increasing the number of black graduate students in fields of traditionally low black enrollment.

Goal 8:

BY 1985 THE PROPORTION OF OTHER-RACE STUDENTS AMONG THE FIRST-TIME GRADUATE STUDENTS ENROLLED IN THE PUBLIC INSTITUTIONS IN THE STATE SHALL BE AT LEAST EQUAL TO THE GOALS SHOWN IN TABLE 38.

Professional Schools Enrollment Goals

The small number of black professionals is a major problem facing both the State and the Nation. The Task Force adopted professional school enrollment goals which, if achieved, will increase significantly the supply of black professionals. The Task Force was aware that proportionately few black students major as undergraduates in the academic fields which lead to professional school, particularly Medicine and Dentistry. however, other goals and recommendations adopted by the Task Force (in the areas of enrollment of black students in fields

where they have been traditionally underrepresented; articulation between historically black institutions and professional schools; etc.) should result in an increased pool of black students from which professional schools may draw.

Consistent with the undergraduate and graduate enrollment goals and aware that lead time is required to increase the pool of potential black professional school students, the Task Force adopted professional school enrollment goals based on first-time enrollment.

Goal 9:

BY 1985 THE PROPORTION OF BLACKS IN THE ENTERING CLASS OF THE PUBLIC PROFESSIONAL SCHOOLS IN THE STATE SHALL BE AT LEAST EQUAL TO THE GOALS SHOWN IN TABLE 39.

ENROLLMENT IN FIELDS WHERE BLACKS ARE UNDERREPRESENTED

One of the major problems identified by the Task Force is the small number of blacks graduating in technical/scientific fields such as Architecture, Engineering, Computer Sciences, Physics and Biology. This problem impacts on other areas: the distribution of black undergraduate and graduate students across institutions; their small enrollment in the professional schools; etc. Further, the labor market for graduates in some of these programs is much better than for graduates of programs with traditionally high black student enrollment. As Table 40 shows black students do enroll in significant numbers in Architecture, Computer Sciences and Engineering. However, their retention rates within these programs are significantly lower than for white students. To a large extent the lower retention rate of black students within these programs may be related to the secondary school curriculum they completed.

Also related to the small number of blacks graduating in technical/ scientific fields in public institutions is the high out-of-State migration rate of high ability black students. Table 41 shows that 39% of the May 1978 college-bound black high school graduates with high school grade average of A were planning to enroll in out-of-state institutions. Similar evidence is found in Table 42: in 1979 there was a 57% deficit in the State enrollment of National Achievement Scholars. It should be noted that a similar situation exists for white students. In both cases, however, the effect is the same: many students with the greatest potential for succeeding in college are not enrolling in public institutions in Maryland.

Based on these considerations, the Task Force adopted the following goals:

Goal 10:

FOUR-YEAR INSTITUTIONS SHALL FOCUS SPECIAL RECRUITMENT EFFORTS ON ENROLLING AND GRADUATING BLACK STUDENTS IN TECHNICAL/SCIENTIFIC AREAS AT THE UNDERGRADUATE AS WELL AS THE GRADUATE LEVEL.

Goal 11:

THE UNIVERSITY OF MARYLAND SHALL PRESENT SPECIFIC PLANS AND GOALS FOR INCREASING RETENTION IN THE FIELDS OF ARCHITECTURE, COMPUTER AND INFORMATION SCIENCES AND ENGINEERING TO A LEVEL SUCH THAT TOTAL BLACK ENROLLMENT IN THESE FIELDS IS CONSISTENT WITH THE 1979 FULL-TIME, FIRST-TIME BLACK ENROLLMENT, WHICH EQUALED 9.2% IN THESE FIELDS.

The Task Force also adopted programmatic recommendations on articulation which would result in an increase in the number of black students graduating in the technical/scientific areas.

UNDERGRADUATE RETENTION

The Task Force identified the retention of black undergraduates as perhaps the single most important issue facing the public higher education institutions in the 1980's: high attrition rates negate the equal accessibility achieved by entering black students. The Task Force is aware that retention is a complex problem - the result of an interplay of many variables. While it is generally agreed that it is difficult to attempt to isolate a single causal factor or group major determinants of attrition, the one variable which clearly stands out in the literature as affecting attrition is academic preparation. Table 43 shows data on the relationship between college attrition and high school grade average for public four-year institutions. Programmatic recommendations adopted by the Task Force in the areas of remedial programs and articulation with the secondary education sector address this problem.

The Task Force, however, deemed retention to be an issue important enough to recommend specific numerical goals against which the public four-year institutions may measure their progress. The goals recommended by the Task Force reflect the adoption of predictive indices for admission to the freshman class provided by the Statewide Plan for all four-year institutions. These indices became effective in the Fall 1980 freshman class. All four-year institutions also adopted alternative non-traditional criteria to admit students as exemptions to the regular admission criteria.

Goal 12:

BY 1985 EACH INSTITUTION SHALL EITHER ATTAIN EQUAL RETENTION RATES FOR BLACK AND WHITE REGULARLY ADMITTED STUDENTS OR IMPROVE BY 10 PERCENTAGE POINTS THE RETENTION RATES OF REGULARLY ADMITTED BLACK STUDENTS.

Goal 13:

EACH INSTITUTION SHALL, AFTER THE FIRST YEAR OF ATTENDANCE, ATTAIN RETENTION RATES FOR STUDENTS ADMITTED AS EXEMPTIONS TO THE REGULAR ADMISSION CRITERIA EQUAL TO RETENTION RATES FOR REGULARLY ADMITTED STUDENTS.

Progress toward these goals will be assessed using the Fall 1980 freshman class as baseline data.

STUDENT FINANCIAL AID

Data reviewed on student financial aid (Chapter Three) left unanswered a critical question of the Task Force: to what extent are prospective students denied access to higher education because of lack of financial aid funds? The Task Force adopted the following goal.

Goal 14:

THE SBHE SHALL CONDUCT A STUDY (A) TO ASCERTAIN THE EXTENT TO WHICH BLACK STUDENTS ARE DENIED ACCESS TO UNDERGRADUATE, GRADUATE AND FIRST-PROFESSIONAL EDUCATION BECAUSE ADEQUATE FINANCIAL AID IS NOT AVAILABLE AND (B) TO ESTIMATE THE AMOUNT OF FINANCIAL AID FUNDING NECESSARY FOR IMPLEMENTATION OF THIS REPORT AND ITS RECOMMENDATIONS.

ADMINISTRATORS/FACULTY/PROFESSIONAL EMPLOYEES

Black employment in higher education is predicated on the number of available black individuals with the required credentials. The OCR Guidelines incorporate a set of criteria for black employment based on the proportion of black individuals with the required credentials in the relevant labor market area. The Task Force adopted the following employment goals:

Except as may be otherwise required by federal regulations applicable to certain institutions or as may be appropriate to enhancing the historically black institutions:

Goal 15:

THE PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE STAFFS OF EACH GOVERNING BOARD, OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, IN POSITIONS NOT REQUIRING THE DOCTORAL DEGREE, SHALL BE AT LEAST EQUAL TO THE PROPORTION OF BLACK STUDENTS GRADUATING WITH MASTER'S DEGREES IN THE APPROPRIATE DISCIPLINE FROM PUBLIC INSTITUTIONS WITHIN THE STATE OR THE PROPORTION OF BLACK INDIVIDUALS WITH THE REQUIRED CREDENTIALS FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA, WHICHEVER IS GREATER.

Goal 16:

THE PROPORTION OF BLACK FACULTY AND ADMINISTRATORS AT EACH INSTITUTION AND ON THE STAFF OF EACH GOVERNING BOARD OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, IN POSITIONS REQUIRING THE DOCTORAL DEGREE, SHALL BE AT LEAST EQUAL TO THE PROPORTION OF BLACK INDIVIDUALS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

Goal 17:

THE PROPORTION OF BLACK NON-ACADEMIC PERSONNEL (BY JOB CATEGORY) AT EACH INSTITUTION AND ON THE STAFF OF EACH GOVERNING BOARD OR ANY OTHER PUBLIC HIGHER EDUCATION ENTITY, SHALL AT LEAST EQUAL THE PROPORTION OF BLACK PERSONS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

Besides availability, two factors limit black employment in higher education at the administrative, faculty and professional level: stability and competition.

A. Stability

After the rapid growth period of the 1960's, higher education is experiencing relatively little growth. A reduction in number of students is expected in the State in the early 1980's. In a period of no growth, few new employment opportunities are available. As this is a national problem, the usual turnover rate of personnel moving on to other institutions has also decreased. The no-growth situation is especially acute in the academic disciplines which traditionally have had a relatively high number of qualified blacks: Education and the Social Sciences. New retirement laws designed to eliminate age discrimination will also have the effect of limiting new opportunities for employment which might have been otherwise available to minorities.

b. Competition

The academic disciplines experiencing growth (i.e., Computer Sciences and Engineering) are precisely the areas with traditionally small numbers of qualified blacks. Keen competition for qualified blacks in these areas has resulted. This competition in higher education has been compounded by competition from the private sector, which generally is able to offer better remuneration.

Programmatic recommendations adopted by the Task Force on the restructuring of the other-race internship program address the area of competition. Considering the stability projected for higher education in the coming decade, the Task Force recommended guidelines for the adoption of numerical goals for new hirees.

Goal 18:

HEREAFTER AND UNTIL GOALS 15-17 ARE MET FOR THE TRADITIONALLY WHITE INSTITUTIONS AS A WHOLE, THE PROPORTION OF BLACKS HIRED TO FILL FACULTY AND ADMINISTRATIVE VACANCIES SHALL NOT BE LESS THAN THE PROPORTION OF BLACK INDIVIDUALS WITH THE CREDENTIALS REQUIRED FOR SUCH POSITIONS IN THE RELEVANT LABOR MARKET AREA.

Goal 19:

EACH INSTITUTION, THE STATE BOARD FOR HIGHER EDUCATION, UNIVERSITY OF MARYLAND CENTRAL ADMINISTRATION, BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES, AND STATE BOARD FOR COMMUNITY COLLEGES SHALL INCORPORATE IN THEIR ANNUAL AFFIRMATIVE ACTION PLAN UPDATES AN ANALYSIS OF THE RELEVANT LABOR MARKET (BY HEGIS CATEGORY FOR FACULTY) AND SHALL SPECIFY APPROPRIATE GOALS FOR MINORITY HIRING. THE REVISED AFFIRMATIVE ACTION PLANS SHALL BE SUBMITTED FOR EVALUATION TO THE STATE BOARD FOR HIGHER EDUCATION.

Finally, the Task Force adopted goals regarding tenure and search committees.

Goal 20:

EACH INSTITUTION SHALL COMMIT ITSELF TO AFFIRMATIVE ACTION PRINCIPLES IN TENURE AND PROMOTION DECISIONS. THE SEGMENTS SHALL MONITOR THE IMPLEMENTATION OF THESE PRINCIPLES AND REPORT TO THE SBHE. THE SBHE SHALL EVALUATE SEGMENTAL REPORTS ON TENURE AND PROMOTION DECISIONS AND REPORT ANY ADVERSE EFFECT.

Goal 21:

SEARCH COMMITTEES ESTABLISHED TO NOMINATE, REVIEW, RECOMMEND AND/OR APPOINT APPLICANTS TO THE POSITION OF CHIEF EXECUTIVE OFFICER OF A SYSTEM, INSTITUTION, CAMPUS OR BOARD ASSOCIATED WITH HIGHER EDUCATION SHALL INCLUDE BLACK REPRESENTATION.

ENHANCEMENT OF THE HISTORICALLY BLACK INSTITUTIONS

Students of any race who freely chose to attend a historically black institution should have the opportunity for an education equal in quality to students who chose to attend a historically white institution with a similar mission. Enhancement of the historically black institutions to overcome past neglect is therefore critical. Available data indicate that the State currently provides black institutions with funding proportionally greater than the white institutions. Other actions of the State have also helped the historically black institutions overcome past neglect. However, the Task Force believes that a comprehensive study of this issue is necessary. Time constraints prevented the completion of this study prior to the end of the Task Force's deliberations. The Task Force adopted the following goal:

Goal 22:

THE STATE BOARD FOR HIGHER EDUCATION, WITH THE COOPERATION OF THE TASK FORCE AND THE INSTITUTIONAL AND SEGMENTAL GOVERNING BOARDS SHALL UNDERTAKE A COMPREHENSIVE STUDY OF THE STATE'S FOUR HISTORICALLY BLACK INSTITUTIONS TO DETERMINE WITHIN THE AREAS OF GENERAL ADMINISTRATION, PROGRAM, FACULTY, SUPPORT SERVICES, STUDENT AID, FACILITIES, AND GENERAL FINANCIAL SUPPORT THE SPECIAL NEEDS THAT MUST BE MET IN ORDER TO ENHANCE THESE INSTITUTIONS. FURTHER, THIS STUDY SHALL BE CONDUCTED IN THE AREAS CITED ABOVE, BASED ON EVALUATION CRITERIA DEVELOPED BY REPRESENTATIVES FROM THE PUBLIC POSTSECONDARY INSTITUTIONS. THE STUDY SHALL BE COMPLETED BY APRIL 1, 1981.

It is understood that responsibility for the implementation of the recommendations rests with the institutional and segmental governing boards and that coordination and monitoring of the implementation of the study is the responsibility of SBHE.

GOVERNING BOARDS

Based on the data reviewed in Chapter Three, the Task Force adopted the following goal:

Goal 23:

THE GOVERNOR SHOULD CONTINUE AT LEAST THE PRESENT RATE OF APPOINTMENT OF BLACK PERSONS TO STATEWIDE AND SEGMENTAL BOARDS WITH A MEMBERSHIP REFLECTING THE STATE'S RACIAL DISTRIBUTION AND TO LOCAL BOARDS WITH A MEMBERSHIP REFLECTING THE RACIAL DISTRIBUTION OF THE SERVICE AREA; AND SHOULD INCREASE THE APPOINTMENT OF BLACK PERSONS TO THOSE LOCAL BOARDS WITH A MEMBERSHIP WHICH DOES NOT REFLECT THE RACIAL DISTRIBUTION OF THE SERVICE AREA.

EVALUATION AND IMPLEMENTATION

Former Governor Marvin Mandel vested the Maryland Council for Higher Education (the predecessor agency of the SBHE) with "the central responsibility for coordinating and monitoring the effective implementation of the (1974) Plan through 1980 and beyond". The Task Force therefore adopted the following:

Goal 24:

THE SBHE SHALL CONTINUE TO HAVE AND EXERCISE THE CENTRAL RESPONSIBILITY FOR COORDINATING AND MONITORING THE EFFECTIVE IMPLEMENTATION OF THE TASK FORCE RECOMMENDATIONS.

The 1974 Plan provided for the MCHE to collect certain data by race/sex. Currently the SBHE collects or is initiating the collection (Degree and Personnel Information Systems) of all data necessary to monitor progress towards the goals included in this report. The Task Force therefore adopted the following:

Goal 25:

THE SBHE SHALL CONTINUE TO COLLECT THE DATA NECESSARY TO MONITOR AND EVALUATE PROGRESS TOWARDS THE GOALS RECOMMENDED BY THE TASK FORCE.

The 1974 Plan included several recommendations in the area of monitoring which have been adopted by the Task Force.

Goal 26:

THE SBHE SHALL CONTINUE TO RECOMMEND CORRECTIVE ACTIONS THAT ARE RELATED TO THE IMPLEMENTATION OF THIS REPORT.

Goal 27:

THE SBHE SHALL CONTINUE TO PARTICIPATE IN THE RESOLUTION OF CONFLICTS THAT PERTAIN TO EQUAL

OPPORTUNITY.

Goal 28:

THE SBHE SHALL CONTINUE TO CONDUCT LONGITUDINAL STUDIES ON ISSUES RELATED TO BLACK PARTICIPATION IN HIGHER EDUCATION.

Goal 29:

THE SBHE SHALL CONTINUE TO SERVE AS A REPOSITORY OF CAMPUS AND SEGMENT AFFIRMATIVE ACTION PLANS.

Goal 30:

THE SBHE SHALL CONTINUE TO EVALUATE THE IMPACT ON EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY OF NEW ACADEMIC PROGRAM AND FACILITY PROPOSALS.

The 1974 Plan provided for the MCHE to prepare two reports of the State's efforts and progress in the area of equal educational opportunity in higher education: the Annual Status Report (this report is of a statistical nature with no analysis and evaluation) and the Mid-Year Status Report (an evaluative report which included institutional status reports). Since 1978, the first of these two reports was abbreviated to a statistical summary due to increasing publishing costs. In lieu of separate reports, the Task Force adopted the following recommendation:

Goal 31:

THE SBHE SHALL PREPARE AND PUBLISH AN ANNUAL EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY STATUS REPORT. THIS REPORT SHALL INCLUDE A STATISTICAL SUMMARY ON ENROLLMENTS, DEGREES GRANTED, EMPLOYMENT AND GOVERNING BOARDS; AN EVALUATION OF PROGRESS TOWARDS THE GOALS RECOMMENDED BY THE TASK FORCE; INSTITUTIONAL REPORTS IN A FORMAT PROVIDED BY THE SBHE; AND RECOMMENDATIONS FOR CORRECTIVE ACTION.

Because SBHE has been granted statutory authority in the area of institutional approval and evaluation, the Task Force adopted the following recommendations:

Goal 32:

THE SBHE SHALL INCLUDE AN EVALUATION OF EFFORTS TO INSURE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY AND THE RESULTS OF THESE EFFORTS IN THE SBHE INSTITUTIONAL EVALUATION PROCESS.

Goal 33:

THE SBHE SHALL INCLUDE EQUAL POSTSECONDARY EDUCATIONAL OPPORTUNITY CONCERNS IN THE SPECIAL INTER-INSTITUTIONAL REVIEWS OF EXISTING PROGRAMS.

PROGRAMMATIC RECOMMENDATIONS

This section provides the programmatic recommendations which were adopted and the rationale behind their adoption.

It was the consensus of the Task Force that the numerical goals recommended for undergraduate accessibility, minority enrollment in underrepresented fields and student retention would be accomplished more easily if there were a smoother transition between the K-12 sector and postsecondary education. The Task Force agreed that better informed high school students would make better decisions about postsecondary opportunities available to them.

Programmatic Recommendation 1: Articulation with K-12

A. A PLAN FOR ARTICULATION BETWEEN SECONDARY AND POSTSECONDARY PUBLIC EDUCATION SHOULD BE DEVELOPED AND IMPLEMENTED BY THE SBHE, THE GOVERNING BOARDS, THE MARYLAND STATE DEPARTMENT OF EDUCATION AND THE EDUCATION COORDINATING COMMITTEE. THE PLAN SHOULD BE DEVELOPED BY JULY 1981 WITH IMPLEMENTATION TO BEGIN WITH ACADEMIC YEAR 1981-82. THIS PLAN SHOULD ADDRESS AMONG OTHERS THE FOLLOWING AREAS:

1. BASIC SKILLS TRAINING OF HIGH SCHOOL GRADUATES.

2. AVAILABILITY TO SECONDARY STUDENTS OF INFORMATION ON POSTSECONDARY INSTITUTIONAL AND PROGRAMMATIC OPTIONS, ADMISSION REQUIREMENTS, SUGGESTED HIGH SCHOOL CURRICULA, SPECIAL PROGRAMS, DEVELOPMENTAL EDUCATION RESOURCES AND FINANCIAL AID PROGRAMS.

3. COUNSELING OF BLACK SECONDARY STUDENTS REGARDING HIGH SCHOOL COURSES NECESSARY TO PURSUE HIGHER EDUCATION PROGRAMS IN TECHNICAL/SCIENTIFIC FIELDS.

B. ARTICULATION PLANS BETWEEN FOUR YEAR INSTITUTIONS AND LOCAL EDUCATIONAL AGENCIES SHOULD BE DEVELOPED AND IMPLEMENTED TO RECRUIT BLACK STUDENTS TO ACADEMIC PROGRAMS WHERE BLACK STUDENTS ARE UNDERREPRESENTED. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS OF THE FOUR-YEAR INSTITUTIONS AND SUBMITTED TO

THE SBHE BY JULY 1981. IMPLEMENTATION OF THESE PLANS SHOULD BEGIN BY FALL 1981.

C. ARTICULATION PLANS BETWEEN HISTORICALLY BLACK FOUR-YEAR INSTITUTIONS AND LOCAL EDUCATIONAL AGENCIES SHOULD BE DEVELOPED AND IMPLEMENTED TO RECRUIT NON-BLACK STUDENTS TO THESE INSTITUTIONS. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS OF THESE INSTITUTIONS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION OF THESE PLANS SHOULD BEGIN BY FALL 1981.

The second area addressed by the programmatic recommendations was articulation within higher education. The Task Force concurred that greater articulation within higher education would directly impact on student accessibility at both the undergraduate and graduate levels, minority enrollment in underrepresented fields, and student retention.

Programmatic Recommendation 2: Articulation within Higher Education

A. ARTICULATION PLANS BETWEEN FOUR-YEAR INSTITUTIONS AND COMMUNITY COLLEGES SHOULD BE DEVELOPED AND IMPLEMENTED TO RECRUIT BLACK STUDENTS TO ACADEMIC PROGRAMS WHERE BLACKS ARE UNDERREPRESENTED. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION SHOULD BEGIN BY FALL 1981.

B. ARTICULATION PLANS BETWEEN HISTORICALLY BLACK FOUR-YEAR INSTITUTIONS AND COMMUNITY COLLEGES SHOULD BE DEVELOPED AND IMPLEMENTED TO RECRUIT NON-BLACKS TO THESE INSTITUTIONS. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS OF THESE INSTITUTIONS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION OF THESE PLANS SHOULD BEGIN BY FALL 1981.

C. ARTICULATION PLANS BETWEEN HISTORICALLY WHITE AND BLACK INSTITUTIONS SHOULD BE DEVELOPED AND IMPLEMENTED TO RECRUIT OTHER-RACE STUDENTS TO UNIQUE ACADEMIC PROGRAMS. THESE PLANS SHOULD ADDRESS UNDERGRADUATE AS WELL AS GRADUATE/ FIRST-PROFESSIONAL PROGRAMS. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS OF THESE INSTITUTIONS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION OF THESE PLANS SHOULD BEGIN BY FALL 1981.

D. IN REVIEWING PROPOSALS FOR NEW PROGRAMS THE SBHE AND OTHER GOVERNING BOARDS SHOULD ENCOURAGE THE DEVELOPMENT OF INTER-SEGMENTAL AND/OR INTER-INSTITUTIONAL COOPERATIVE OR JOINT PROGRAMS.

Programmatic Recommendation 3: Articulation with K-12 and the Private Sector

A PLAN FOR ARTICULATION AND IMPLEMENTATION OF COOPERATIVE PROGRAMS INVOLVING PRIVATE BUSINESSES, AND SECONDARY AND POSTSECONDARY PUBLIC EDUCATIONAL INSTITUTIONS SHOULD BE DEVELOPED. THIS PLAN SHOULD INCLUDE PROGRAMMATIC GOAL 1 AND ADDRESS:

1. SEARCHING OUT HIGH ABILITY BLACK AND OTHER-RACE STUDENTS ENROLLED IN MARYLAND SECONDARY SCHOOLS;

2. MOTIVATING THEM REGARDING CAREER POTENTIALS BY PRESENTING THEM WITH CAREER-RELATED EXPERIENCES; AND,

3. PROVIDING SUPPLEMENTAL WORK (FOR COMPENSATION OR OTHERWISE) AND EDUCATIONAL PROGRAMS AS NECESSARY TO FILL GAPS IN SUBJECT-MATTER PREPARATION FOR THE CAREER BEING PURSUED.

Student recruitment was another area addressed by the Task Force. Intense and innovative recruitment programs were deemed essential if the institutions are to be successful in meeting their 1985 goals.

Programmatic Recommendation 4: Recruitment

A. HISTORICALLY WHITE INSTITUTIONS SHOULD INCREASE THEIR EFFORTS TO RECRUIT UNDERGRADUATE AND GRADUATE BLACK STUDENTS TO AREAS OF BLACK UNDERREPRESENTATION. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION SHOULD BEGIN BY FALL 1981.

B. HISTORICALLY BLACK INSTITUTIONS SHOULD INCREASE THEIR EFFORTS TO RECRUIT OTHER-RACE STUDENTS TO THEIR UNDERGRADUATE AND GRADUATE PROGRAMS. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS OF THESE INSTITUTIONS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION SHOULD BEGIN BY FALL 1981.

C. ALL INSTITUTIONS SHOULD DEVELOP A PLAN TO RECRUIT HIGH ABILITY BLACK STUDENTS (I.E., NATIONAL ACHIEVEMENT SCHOLARS). THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION SHOULD BEGIN BY FALL 1981.

D. THE UNIVERSITY OF MARYLAND AND THE UNIVERSITY OF BALTIMORE LAW SCHOOL SHOULD DEVELOP A PLAN TO RECRUIT BLACK STUDENTS TO GRADUATE/FIRST-PROFESSIONAL PROGRAMS. THIS PLAN SHOULD ADDRESS THE RECRUITMENT OF BLACK STUDENTS TO GRADUATE/FIRST-PROFESSIONAL FIELDS

WHERE THEY ARE UNDERREPRESENTED. OTHER INSTITUTIONS WITH GRADUATE PROGRAMS SHOULD DEVELOP SIMILAR PLANS. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION SHOULD BEGIN BY FALL 1981.

The retention of students was a major concern to the Task Force. There was consensus among Task Force members that unless students had an opportunity to fulfill their higher education goals once they entered college, the overall goals of equal educational opportunity would be impeded.

Programmatic Recommendation 5: Remedial Programs/Retention Mechanism

A. ALL INCOMING FRESHMEN SHOULD BE SCREENED FOR BASIC SKILLS MASTERY AND SHOULD BE COUNSELED AND PLACED ACCORDINGLY. THE BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES IMPLEMENTED THIS PROCESS IN FALL 1980. OTHER GOVERNING BOARDS SHOULD BE RESPONSIBLE FOR IMPLEMENTING THIS GOAL BY FALL 1981.

B. REMEDIAL PROGRAMS SHOULD BE REGULARLY MONITORED BY THE SEGMENTS FOR THEIR EFFECTIVENESS. SEGMENTS SHOULD REPORT ANNUALLY TO THE SBHE ON THE EFFECTIVENESS OF THEIR REMEDIAL PROGRAMS. THE BOARD OF TRUSTEES OF THE STATE UNIVERSITIES IMPLEMENTED THIS PROCESS IN 1976. THE OTHER GOVERNING BOARDS SHOULD BE RESPONSIBLE FOR IMPLEMENTING THIS RECOMMENDATION BY FALL 1981.

C. ALL HIGHER EDUCATION INSTITUTIONS SHOULD DEVELOP AND IMPLEMENT PLANS TO INCREASE THE RETENTION OF BLACK STUDENTS. THESE PLANS SHOULD BE DEVELOPED BY THE GOVERNING BOARDS AND SUBMITTED TO THE SBHE BY JULY 1981. IMPLEMENTATION SHOULD BEGIN BY FALL 1981.

D. MONITORING OF THE RETENTION, PROGRESSION AND TRANSFER RATES OF BLACK STUDENTS SHOULD CONTINUE ON AN ANNUAL BASIS. THE SBHE AND EACH GOVERNING BOARD SHOULD HAVE RESPONSIBILITY FOR THIS GOAL.

E. PERIODIC FOLLOW-UP STUDIES SHOULD BE CONDUCTED OF NON-RETURNING STUDENTS AS WELL AS OF GRADUATES. EACH GOVERNING BOARD SHOULD HAVE RESPONSIBILITY FOR THIS GOAL.

F. PLANS SHOULD BE DEVELOPED TO SENSITIZE INSTITUTIONAL PERSONNEL TO THE NEEDS OF OTHER-RACE STUDENTS ON CAMPUS. EACH GOVERNING BOARD SHOULD HAVE RESPONSIBILITY FOR IMPLEMENTING THIS GOAL ON AN ONGOING BASIS.

The impact of student financial aid on accessibility and retention was raised throughout the Task Force deliberations.

Programmatic Recommendation 6: Student Financial Aid

A. THE UNDERGRADUATE OTHER-RACE GRANT PROGRAM SHOULD CONTINUE TO BE FUNDED AT LEAST AT ITS CURRENT LEVEL. INSTITUTIONS SHOULD AWARD OTHER-RACE GRANTS ONLY TO OTHER-RACE STUDENTS.

B. THE OTHER-RACE GRANT PROGRAM FOR GRADUATE AND FIRST-PROFESSIONAL STUDENTS SHOULD BE FUNDED AT LEAST AT ITS CURRENT LEVEL AND PRIORITY IN MAKING AWARDS SHOULD BE GIVEN TO MINORITY STUDENTS ENROLLING IN GRADUATE AND PROFESSIONAL FIELDS WITH LOW MINORITY REPRESENTATION. BOTH FINANCIAL NEED AND MERIT SHOULD BE CONSIDERED IN MAKING THE AWARDS.

C. THE STATE BOARD FOR HIGHER EDUCATION SHOULD CONTINUE TO PUBLISH AN INVENTORY OF FINANCIAL AID INFORMATION.

The evaluation of the 1974 Plan indicated that the programmatic goals established for faculty and professional staff had met with little success. Consequently, the Task Force recommended that the programs established in the 1974 Plan be discontinued and the funds be used in a way that would directly assure equal employment opportunity for faculty and professional staff.

Programmatic Recommendation 7: Faculty and Professional Staff

A. THE FUNDS CURRENTLY ALLOCATED FOR THE MINORITY/OTHER-RACE INTERNSHIP PROGRAM AND PREVIOUSLY ALLOCATED FOR THE FACULTY/ADMINISTRATOR EXCHANGE PROGRAM SHOULD BE USED BY THE STATE BOARD FOR COMMUNITY COLLEGES, THE BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES, MORGAN STATE UNIVERSITY, AND ST. MARY'S COLLEGE OF MARYLAND TO RECRUIT AND SUPPLEMENT THE SALARIES OF MINORITIES IN TENURE-TRACK POSITIONS. PRIORITY SHOULD BE GIVEN TO MINORITIES IN FIELDS WHERE THEY ARE UNDERREPRESENTED E.G., ARCHITECTURE, COMPUTER SCIENCE, AND ENGINEERING. THE PROGRAM SHOULD BE ADMINISTERED BY THE STATE BOARD FOR HIGHER EDUCATION.

B. ALL INSTITUTIONS SHOULD IDENTIFY VIA ANNUAL REPORT THE NUMBER AND PERCENTAGE OF "OTHER-RACE" EXECUTIVE, MANAGERIAL AND PROFESSIONAL STAFF IN EQUAL OPPORTUNITY/HUMAN RELATIONS POSITIONS.

The Task Force recognized that the implementation of the numerical goals and programmatic recommendations would have

budgetary implications.

Programmatic Recommendation 8: Budget Recommendations

A. EACH HIGHER EDUCATION INSTITUTION SHALL DEVELOP BUDGET RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE GOALS CONTAINED IN THIS PLAN. EACH GOVERNING BOARD SHALL HAVE THE RESPONSIBILITY OF OVERSEEING THIS PROCESS.

TABLES

Table 1

TRENDS IN ENROLLMENT BY RACE FULL TIME UNDERGRADUATES

| Institution | 1974 Total | 1974 Black | 1974 % Black | 1977 Total | 1977 Black | 1977 % Black | 1979 Total | 1979 Black | 1979 % Black | 1980 Goals % Black |
|---|---|---|---|---|---|---|---|---|---|---|
| Allegany C.C. | 851 | 13 | 1.5 | 1278 | 20 | 1.6 | 1142 | 31 | 2.7 | 2 |
| Anne Arundel C.C. | 1877 | 86 | 4.6 | 2238 | 158 | 7.1 | 2181 | 190 | 8.7 | 13 |
| Catonsville C.C. | 2472 | 161 | 6.5 | 2684 | 426 | 15.9 | 2471 | 540 | 21.9 | 5 |
| Cecil C.C. | 279 | 16 | 5.7 | 412 | 28 | 6.8 | 282 | 14 | 5.0 | 7 |
| Charles C.C. | 447 | 41 | 9.2 | 474 | 57 | 12.0 | 903 | 88 | 9.7 | 34 |
| Chesapeake C.C. | 282 | 40 | 14.2 | 415 | 72 | 17.3 | 422 | 52 | 12.3 | 30 |
| Com. Coll. of Balto. | 2511 | 1782 | 71.0 | 4026 | 3227 | 80.2 | 3663 | 2950 | 80.5 | 71 |
| Dundalk C.C. | 338 | 32 | 9.5 | 629 | 82 | 13.3 | 492 | 80 | 16.3 | 5 |
| Essex C.C. | 2394 | 70 | 2.9 | 2818 | 189 | 6.7 | 2478 | 211 | 8.5 | 5 |
| Frederick C.C. | 482 | 21 | 4.4 | 662 | 18 | 2.7 | 570 | 28 | 4.9 | 10 |
| Garrett C.C. | 146 | 0 | 0 | 269 | 3 | 1.1 | 330 | 12 | 3.6 | 0 |
| Hagerstown C.C. | 780 | 35 | 4.5 | 905 | 90 | 9.9 | 878 | 87 | 9.9 | 5 |
| Harford C.C. | 958 | 76 | 7.9 | 1104 | 94 | 8.5 | 1213 | 144 | 11.9 | 9 |
| Howard C.C. | 416 | 66 | 15.9 | 601 | 85 | 14.1 | 612 | 76 | 12.4 | 12 |
| Montgomery Coll. | 5120 | 219 | 4.3 | 5983 | 450 | 7.5 | 5951 | 513 | 8.6 | 7 |
| Prince George's C.C. | 3687 | 628 | 17.0 | 4446 | 1276 | 28.7 | 4322 | 1411 | 36.6 | 26 |
| Wor-Wic Tech C.C. | - | - | - | 161 | 67 | 41.6 | 196 | 56 | 28.6 | N.A. |
| All Comm. Colls. | 23040 | 3286 | 14.3 | 29105 | 6342 | 21.8 | 28106 | 6483 | 23.1 | 17 |
| Bowie St. Coll. | 1668 | 1240 | 74.3 | 1320 | 1057 | 80.1 | 1375 | 1146 | 83.3 | 51-52 |
| Coppin St. Coll. | 1647 | 1538 | 93.4 | 2277 | 2128 | 93.5 | 2101 | 1955 | 93.1 | 73-80 |
| Frostburg St. Coll. | 2756 | 141 | 5.1 | 2735 | 187 | 6.8 | 2820 | 215 | 7.6 | 6-8 |
| Morgan St. Univ. | 3705 | 3461 | 93.4 | 4299 | 3978 | 92.5 | 3752 | 3448 | 91.9 | 73-77 |
| Salisbury St. Coll. | 2248 | 148 | 6.6 | 2816 | 220 | 7.8 | 2944 | 242 | 8.2 | 11-12 |
| St. Mary's Coll. | 922 | 31 | 3.4 | 927 | 68 | 7.3 | 1124 | 64 | 5.7 | 13-14 |
| Towson St. Univ. | 7688 | 484 | 6.3 | 9142 | 1058 | 11.6 | 9546 | 1129 | 11.8 | 14-16 |
| Univ. of Balto. | 1646 | 317 | 19.3 | 1125 | 283 | 25.2 | 1012 | 226 | 22.3 | 16-17 |
| All St. Colls. | 22280 | 7360 | 33.0 | 24641 | 8979 | 36.4 | 24674 | 8425 | 34.1 | 34-36 |
| UMAB | 1446 | 90 | 6.2 | 1427 | 145 | 10.2 | 1160 | 85 | 7.3 | 14-18 |
| UMBC | 4757 | 729 | 15.3 | 4553 | 965 | 21.2 | 4698 | 858 | 18.3 | 18-20 |
| UMCP | 23977 | 1568 | 6.5 | 25560 | 1962 | 7.7 | 25092 | 1832 | 7.3 | 13-16 |
| UMES | 956 | 695 | 72.7 | 822 | 665 | 80.9 | 929 | 764 | 82.2 | 50-60 |
| All U.M. | 31136 | 3082 | 9.9 | 32362 | 3737 | 11.5 | 31879 | 3539 | 11.1 | 16-19 |
| All Institutions | 76456 | 13728 | 18.0 | 86108 | 19058 | 22.1 | 84659 | 18447 | 21.8 | 21-23 |

Table 2

Trends in Enrollment by Race
Full-Time Graduates and First-Professionals

| Institution | 1974 Total | 1974 Black | 1974 % Black | 1977 Total | 1977 Black | 1977 % Black | 1979 Total | 1979 Black | 1979 % Black | 1980 Goals % Black |
|---|---|---|---|---|---|---|---|---|---|---|
| Bowie State College | 6 | 2 | 33.3 | 52 | 17 | 32.7 | 68 | 27 | 39.7 | |
| Coppin State College | 226 | 175 | 77.4 | 78 | 64 | 82.1 | 63 | 54 | 85.7 | |
| Frostburg State College | 14 | 1 | 7.1 | 75 | 0 | 0 | 66 | 2 | 3.0 | |
| Morgan State University | 186 | 119 | 63.9 | 186 | 98 | 52.7 | 137 | 77 | 56.2 | |
| Salisbury State College | 0 | 0 | 0 | 57 | 8 | 14.0 | 44 | 9 | 20.5 | |
| Towson State University | 56 | 13 | 23.2 | 165 | 13 | 7.9 | 131 | 22 | 16.8 | |
| University of Baltimore | | | | | | | | | | |
| - Graduate | 58 | 5 | 8.6 | 134 | 33 | 24.6 | 220 | 67 | 30.5 | |
| - First-Professional | 932 | 10 | 1.1 | 788 | 35 | 4.4 | 793 | 21 | 2.6 | |
| UMAB | | | | | | | | | | |
| - Graduate | 608 | 84 | 13.8 | 749 | 71 | 9.5 | 720 | 56 | 8.0 | |
| - First-Professional | 1,898 | 162 | 8.5 | 1,987 | 160 | 8.1 | 1,965 | 169 | 8.6 | |
| UMBC | 71 | 4 | 5.6 | 86 | 6 | 7.0 | 134 | 6 | 4.5 | |
| UMCP | 2,895 | 165 | 5.7 | 2,789 | 158 | 5.7 | 2,581 | 126 | 4.9 | |
| UMES | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 5 | 50.0 | |
| State Colleges & Universities[1] | 546 | 315 | 57.7 | 747 | 233 | 31.2 | 729 | 258 | 35.4 | 17-20% |
| University of Maryland[2] | 2,966 | 169 | 5.7 | 2,875 | 164 | 5.7 | 2,715 | 132 | 4.9 | 9-13% |
| Professional Schools[3] | 3,438 | 256 | 7.4 | 3,524 | 266 | 7.5 | 3,460 | 246 | 7.1 | 14-18% |
| All Institutions[4] | 6,950 | 740 | 10.6 | 7,146 | 663 | 9.3 | 6,914 | 641 | 9.3 | 12-16% |

[1] State Colleges and Universities totals exclude the University of Baltimore Law School.
[2] UMBC and UMCP.
[3] Professional Schools totals include University of Maryland at Baltimore (both graduate and first-professional), and the University of Baltimore Law School.
[4] 1979 totals include UMES.

TABLE 3

GRADUATE ENROLLMENT
FULL & PART-TIME
FALL 1979

| | Total | Black | % Black |
|---|---|---|---|
| Bowie | 830 | 307 | 37.0% |
| Coppin | 255 | 217 | 85.1% |
| Frostburg | 560 | 6 | 1.1% |
| Salisbury | 596 | 90 | 15.1% |
| Towson | 1454 | 115 | 7.9% |
| UB Grad only | 1481 | 271 | 18.3% |
| BTSUC | 5176 | 1006 | 19.4% |
| Morgan St. | 520 | 329 | 63.3% |
| UMAB Grad only | 1356 | 110 | 8.1% |
| UMBC[1] | 396 | 34 | 8.6% |
| UMCP | 7357 | 456 | 6.2% |
| UMES | 48 | 23 | 47.9% |
| UM | 9157 | 623 | 6.8% |
| All Inst. | 14853 | 1958 | 13.2% |

[1] - 1979 data not available at this time; 1978 data were used.

Table 4

Trends in Enrollment by Program by Race
First-Professionals
Full- and Part-Time

| | 1974 | | | 1977 | | | 1979 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Black | % Black | Total | Black | % Black | Total | Black | % Black |
| 1204 Dentistry | 517 | 31 | 6.4 | 529 | 35 | 6.6 | 525 | 36 | 6.9 |
| 1206 Medicine | 619 | 33 | 5.3 | 704 | 40 | 5.7 | 715 | 43 | 6.0 |
| 1401 Law | | | | | | | | | |
| - University of Baltimore | 1,112 | 21 | 1.9 | 973 | 45 | 4.6 | 914 | 28 | 3.1 |
| - UMAB | 793 | 100 | 12.6 | 778 | 89 | 11.4 | 795 | 98 | 12.3 |
| - Total | 1,905 | 121 | 6.3 | 1,751 | 134 | 7.7 | 1,709 | 126 | 7.4 |
| All First-Professional | 3,041 | 185 | 6.1 | 2,984 | 209 | 7.0 | 2,949 | 205 | 7.0 |

Table 5

SUMMARY OF ALL STUDENTS ENROLLED - FALL 1979
(UNDERGRADUATES, GRADUATES AND FIRST-PROFESSIONALS; FULL- AND PART-TIME)

| Institution | Total | Black | % Black |
|---|---|---|---|
| Community Colleges | | | |
| Allegany | 1,777 | 38 | 2.1 |
| Anne Arundel | 7,366 | 544 | 7.4 |
| Catonsville | 11,111 | 1,571 | 14.1 |
| Cecil | 1,169 | 32 | 2.7 |
| Charles | 3,775 | 326 | 8.6 |
| Chesapeake | 1,631 | 117 | 7.2 |
| Comm. College of Baltimore | 8,278 | 6,401 | 77.3 |
| Dundalk | 2,296 | 176 | 7.7 |
| Essex | 9,371 | 496 | 5.3 |
| Frederick | 1,802 | 88 | 4.9 |
| Garrett | 665 | 12 | 1.8 |
| Hagerstown Junior | 2,141 | 134 | 6.3 |
| Harford | 3,973 | 328 | 8.3 |
| Howard | 2,621 | 258 | 9.8 |
| Montgomery | | | |
| - Germantown | 1,638 | 57 | 3.5 |
| - Rockville | 11,628 | 697 | 6.0 |
| - Takoma Park | 3,055 | 791 | 25.9 |
| Prince George's | 13,477 | 4,834 | 35.9 |
| Wor-Wic Tech. | 578 | 137 | 23.7 |
| All Community Colleges | 88,352 | 17,037 | 19.3 |
| State Colleges | | | |
| Bowie | 2,879 | 1,752 | 60.9 |
| Coppin | 2,825 | 2,580 | 91.3 |
| Frostburg | 3,612 | 232 | 6.4 |
| Morgan | 5,315 | 4,674 | 87.9 |
| Salisbury | 4,427 | 430 | 9.8 |
| St. Mary's | 1,318 | 78 | 5.9 |
| Towson | 15,295 | 1,653 | 10.9 |
| University of Baltimore | 5,394 | 938 | 17.4 |
| All State Colleges | 41,065 | 12,337 | 30.0 |
| Universities | | | |
| UMAB | 4,777 | 404 | 8.5 |
| UMBC | 6,393 | 1,045 | 16.3 |
| UMCP | 37,192 | 2,662 | 7.2 |
| UMES | 1,117 | 882 | 79.0 |
| UMUC | 11,057 | 1,595 | 14.4 |
| All Univ. of Md. | 60,536 | 6,588 | 10.9 |
| Predominantly White Institutions | 169,539 | 19,673 | 11.6 |
| Predominantly Black Institutions | 20,414 | 16,289 | 79.8 |
| All Institutions | 189,953 | 35,962 | 18.9 |

TABLE 6

DEGREES AWARDED BY PROGRAM, 1978-1979 - Certificates and Associates

| Major Negis Program | Certificates | | | | | | | | Associates | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | | White | | All Other | | Total | | Black | | White | | All Other | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Interdisciplinary Studies | 0 | - | 0 | - | 0 | - | 0 | - | 428 | (13.9) | 2451 | (79.6) | 199 | ( 6.5) | 3078 | (100) |
| Business & Commerce Technology | 35 | (15.6) | 174 | (77.7) | 15 | ( 6.7) | 224 | (100) | 245 | (23.7) | 744 | (71.8) | 47 | ( 4.5) | 1036 | (100) |
| Data Processing Technology | 31 | (18.3) | 119 | (70.4) | 19 | (11.2) | 169 | (100) | 56 | (19.1) | 211 | (72.0) | 26 | ( 8.9) | 293 | (100) |
| Health Services & Paramed Technology | 18 | ( 8.3) | 191 | (88.0) | 8 | ( 3.7) | 217 | (100) | 167 | (11.7) | 1202 | (84.0) | 62 | ( 4.3) | 1431 | (100) |
| Mechanical & Engineer Technology | 15 | (10.1) | 128 | (86.5) | 5 | ( 3.4) | 148 | (100) | 44 | (13.7) | 257 | (79.8) | 21 | ( 6.5) | 322 | (100) |
| Natural Science Technology | 0 | - | 73 | (98.6) | 1 | ( 1.4) | 74 | (100) | 8 | (14.8) | 45 | (83.3) | 1 | ( 1.9) | 54 | (100) |
| Public Services Related Technology | 22 | (13.0) | 138 | (81.7) | 9 | ( 5.3) | 169 | (100) | 194 | (25.5) | 545 | (71.7) | 21 | ( 2.8) | 760 | (100) |
| GRAND TOTAL | 121 | (12.1) | 823 | (82.2) | 57 | ( 5.7) | 1001 | (100) | 1142 | (16.4) | 5455 | (78.2) | 377 | ( 5.4) | 6974 | (100) |

TABLE 7

DEGREES GRANTED BY PROGRAM, 1978-1979 - Bachelors

| Major Hegis Programs | Black | | White | | All Other | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Agriculture & Natural Resources | 2 | ( 0.7) | 271 | (88.6) | 33 | (10.8) | 306 | (100) |
| Architecture & Environmental Design | 0 | - | 47 | (88.7) | 6 | (11.3) | 53 | (100) |
| Area Studies | 1 | ( 2.6) | 34 | (89.5) | 3 | ( 7.9) | 38 | (100) |
| Biological Sciences | 62 | (10.5) | 472 | (79.6) | 59 | ( 9.9) | 593 | (100) |
| Business & Management | 327 | (14.3) | 1789 | (78.5) | 162 | ( 7.1) | 2280 | (100) |
| Communications | 43 | (10.0) | 360 | (83.9) | 26 | ( 6.1) | 429 | (100) |
| Computer & Information Sciences | 5 | ( 5.0) | 90 | (90.0) | 5 | ( 5.0) | 100 | (100) |
| Education | 284 | (19.2) | 1141 | (77.1) | 54 | ( 3.7) | 1479 | (100) |
| Engineering | 6 | ( 1.6) | 290 | (77.7) | 77 | (20.6) | 373 | (100) |
| Fine & Applied Arts | 33 | ( 8.0) | 347 | (83.8) | 34 | ( 8.2) | 414 | (100) |
| Foreign Languages | 5 | ( 5.0) | 86 | (86.0) | 9 | ( 9.0) | 100 | (100) |
| Health Professions | 131 | (13.4) | 805 | (82.6) | 39 | ( 4.0) | 975 | (100) |
| Home Economics | 28 | ( 8.8) | 260 | (81.5) | 31 | ( 9.7) | 319 | (100) |
| Law | 0 | - | 2 | ( 100) | 0 | - | 2 | (100) |
| Letters | 58 | (13.9) | 337 | (80.6) | 23 | ( 5.5) | 418 | (100) |
| Mathematics | 23 | (16.4) | 105 | (75.0) | 12 | ( 8.6) | 140 | (100) |
| Physical Sciences | 15 | ( 6.7) | 187 | (83.1) | 23 | (10.2) | 225 | (100) |
| Psychology | 90 | (15.5) | 468 | (80.8) | 21 | ( 3.6) | 579 | (100) |
| Public Affairs & Services | 108 | (22.5) | 357 | (74.5) | 14 | ( 2.9) | 479 | (100) |
| Social Sciences | 257 | (14.9) | 1368 | (79.4) | 99 | ( 5.7) | 1724 | (100) |
| Interdisciplinary Studies | 157 | (10.0) | 1168 | (74.3) | 228 | (14.5) | 1573 | (100) |
| TOTAL | 1637 | (13.0) | 9984 | (79.4) | 958 | ( 7.6) | 12479 | (100) |

TABLE 8

DEGREES GRANTED BY PROGRAM, 1978-1979 - Masters

| Major Hegis Programs | Black | | White | | All Other | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Agriculture & Natural Resources | 2 | ( 3.9) | 42 | (82.4) | 7 | (13.7) | 51 | (100) |
| Architecture & Environmental Design | 4 | (44.4) | 3 | (33.3) | 2 | (22.2) | 9 | (100) |
| Area Studies | 0 | - | 6 | (85.7) | 1 | (14.3) | 7 | (100) |
| Biological Sciences | 1 | ( 1.5) | 59 | (90.8) | 5 | ( 7.7) | 65 | (100) |
| Business & Management | 51 | (14.2) | 233 | (64.9) | 75 | (20.9) | 359 | (100) |
| Communications | 5 | (11.6) | 34 | (79.1) | 4 | ( 9.3) | 43 | (100) |
| Computer & Information Sciences | 0 | - | 18 | (72.0) | 7 | (28.0) | 25 | (100) |
| Education | 197 | (18.5) | 798 | (75.1) | 68 | ( 6.4) | 1063 | (100) |
| Engineering | 0 | - | 76 | (76.0) | 24 | (24.0) | 100 | (100) |
| Fine & Applied Arts | 3 | ( 7.0) | 34 | (79.1) | 6 | (14.0) | 43 | (100) |
| Foreign Languages | 1 | ( 4.5) | 8 | (36.4) | 13 | (59.1) | 22 | (100) |
| Health Professions | 11 | ( 6.2) | 157 | (91.3) | 4 | ( 2.3) | 172 | (100) |
| Home Economics | 3 | ( 8.1) | 28 | (75.7) | 6 | (16.2) | 37 | (100) |
| Letters | 4 | ( 7.3) | 45 | (81.8) | 6 | (10.9) | 55 | (100) |
| Library Sciences | 13 | ( 8.9) | 108 | (74.0) | 25 | (17.1) | 146 | (100) |
| Mathematics | 1 | ( 3.7) | 22 | (81.5) | 4 | (14.8) | 27 | (100) |
| Physical Sciences | 0 | - | 37 | (90.2) | 4 | ( 9.8) | 41 | (100) |
| Psychology | 14 | (10.9) | 103 | (80.5) | 11 | ( 8.6) | 128 | (100) |
| Public Affairs & Services | 38 | (14.1) | 224 | (82.7) | 9 | ( 3.3) | 271 | (100) |
| Social Sciences | 16 | (12.1) | 106 | (80.3) | 10 | ( 7.6) | 132 | (100) |
| Interdisciplinary Studies | 2 | (13.3) | 12 | (80.0) | 1 | ( 6.7) | 15 | (100) |
| TOTAL | 366 | (13.0) | 2153 | (76.6) | 292 | (10.4) | 2811 | (100) |

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TABLE 9

DEGREES AWARDED BY PROGRAM, 1978-1979 - Doctorates

| Major Hegis Programs | Black | | White | | All Other | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Agriculture & Natural Resources | 1 | ( 8.3) | 6 | (50.0) | 5 | (41.7) | 12 | (100) |
| Area Studies | 0 | - | 2 | ( 100) | 0 | - | 2 | (100) |
| Biological Sciences | 3 | ( 7.0) | 34 | (79.1) | 6 | (14.0) | 43 | (100) |
| Business & Management | 0 | - | 7 | ( 100) | 0 | - | 7 | (100) |
| Computer & Information Sciences | 0 | - | 6 | (75.0) | 2 | (25.0) | 8 | (100) |
| Education | 11 | ( 8.3) | 101 | (75.9) | 21 | (15.8) | 133 | (100) |
| Engineering | 0 | - | 11 | (55.0) | 9 | (45.0) | 20 | (100) |
| Fine & Applied Arts | 0 | - | 4 | (57.1) | 3 | (42.9) | 7 | (100) |
| Foreign Languages | 0 | - | 0 | - | 3 | ( 100) | 3 | (100) |
| Health Professions | 0 | - | 6 | ( 100) | 0 | - | 6 | (100) |
| Letters | 0 | - | 11 | (84.6) | 2 | (15.4) | 13 | (100) |
| Library Sciences | 0 | - | 2 | (66.7) | 1 | (33.3) | 3 | (100) |
| Mathematics | 0 | - | 7 | ( 100) | 0 | - | 7 | (100) |
| Physical Sciences | 1 | ( 1.7) | 47 | (79.7) | 11 | (18.6) | 59 | (100) |
| Psychology | 2 | ( 8.0) | 22 | (88.0) | 1 | ( 4.0) | 25 | (100) |
| Public Affairs & Services | 1 | (11.1) | 6 | (66.7) | 2 | (22.2) | 9 | (100) |
| Social Sciences | 1 | ( 3.8) | 23 | (88.5) | 2 | ( 7.7) | 26 | (100) |
| TOTAL | 20 | ( 5.2) | 295 | (77.0) | 68 | (17.8) | 383 | (100) |

Table 10

DEGREES AWARDED BY PROGRAM, 1978-1979 - First Professional

| Major Hegis Program | Black N | Black % | White N | White % | All Other N | All Other % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|
| Dentistry | 4 | (2.9) | 125 | (91.9) | 7 | ( 5.1) | 136 | (100) |
| Medicine | 6 | (3.4) | 153 | (89.0) | 13 | ( 7.6) | 172 | (100) |
| Law | 31 | (6.6) | 428 | (91.6) | 8 | ( 1.7) | 467 | (100) |
| TOTAL | 41 | (5.3) | 706 | (91.1) | 28 | ( 3.6) | 775 | (100) |

Table 11

DEGREES AWARDED TO BLACK STUDENTS BY RACE OF INSTITUTIONS, 5-Year Trends

| | Baccalaureate | | Masters | |
|---|---|---|---|---|
| | Predominantly Black | Predominantly White | Predominantly Black | Predominantly White |
| FY 1975 | 72% | 28% | 75% | 25% |
| FY 1976 | 66% | 34% | 67% | 33% |
| FY 1977 | 61% | 39% | 68% | 32% |
| FY 1978 | 57% | 43% | 65% | 35% |
| FY 1979 | 51% | 49% | 63% | 37% |

Table 12

TRENDS IN DEGREES GRANTED, 1975-1979

| | 1975 | | 1976 | | 1977 | | 1978 | | 1979 | | 5-Year Change | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | White | Black | White | Black | White | Black | White | Black | White | Black | White |
| Certificates | 41 | 373 | 45 | 649 | 59 | 727 | 75 | 823 | 121 | 823 | +195% | +121% |
| Associates | 732 | 5213 | 825 | 5298 | 963 | 5314 | 1044 | 5469 | 1142 | 5455 | + 56% | + 5% |
| Bachelors | 1431 | 9683 | 1671 | 8803 | 1712 | 9479 | 1637 | 9779 | 1637 | 9984 | + 14% | + 3% |
| Masters | 498 | 1873 | 551 | 2324 | 467 | 2279 | 460 | 2301 | 366 | 2153 | - 27% | + 15% |
| Doctorate | 10 | 212 | 14 | 280 | 18 | 287 | 15 | 257 | 20 | 295 | +100% | + 39% |
| First Professional | | | | | | | | | | | | |
| Dentistry | 6 | 111 | 9 | 112 | 8 | 115 | 7 | 116 | 4 | 125 | - 33% | + 13% |
| Medicine | 5 | 125 | 5 | 147 | 8 | 156 | 8 | 168 | 6 | 153 | + 20% | + 22% |
| Law | 25 | 507 | 26 | 443 | 30 | 392 | 39 | 380 | 31 | 428 | + 24% | - 16% |
| Total | 36 | 743 | 40 | 702 | 46 | 663 | 54 | 664 | 41 | 706 | + 14% | - 5% |

Table 13

One-Year Undergraduate Attrition Rates by Race
Fall 1977 Freshman Class
Four-Year Institutions

| Institution | Black Students Attrition Rate | White Students Attrition Rate | All Students Attrition Rate |
|---|---|---|---|
| Bowie State College | 35.0% | 57.1% | 37.5% |
| Coppin State College | 42.1% | * | 42.2% |
| Frostburg State College | 21.8% | 30.5% | 30.4% |
| Morgan State University | 41.9% | 58.3% | 42.6% |
| Salisbury State College | 41.0% | 31.4% | 32.2% |
| St. Mary's College | 26.3% | 31.5% | 31.4% |
| Towson State University | 36.9% | 28.0% | 30.1% |
| UMBC | 48.6% | 36.4% | 38.4% |
| UMCP | 36.3% | 21.6% | 24.2% |
| State Total | 39.9% | 26.5% | 30.1% |

* Only 3 white first-time freshmen enrolled in Coppin in Fall 1977.

Table 14

ONE-YEAR RETENTION/ATTRITION RATES OF THE FALL 1977 FRESHMAN CLASS

A - All Students

| Institution | Total Number Freshmen Fall 1977 N | % | Returning Fall 1978 N | % | Transferred to Other Institutions-Fall 1978 2-Year Institutions N | % | 4-Year Institutions N | % | Not Returning-Not Transferred Fall 1978 N | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Bowie State College | 275 | 100% | 172 | 62.5% | 13 | 4.7% | 9 | 3.3% | 81 | 29.5% |
| Coppin State College | 438 | 100% | 253 | 57.8% | 17 | 3.9% | 3 | 0.7% | 165 | 37.7% |
| Frostburg State College | 718 | 100% | 500 | 69.6% | 55 | 7.7% | 52 | 7.2% | 111 | 15.5% |
| Morgan State University | 1,194 | 100% | 685 | 57.4% | 44 | 3.7% | 29 | 2.4% | 436 | 36.5% |
| Salisbury State College | 882 | 100% | 598 | 67.8% | 33 | 3.7% | 33 | 3.7% | 218 | 24.7% |
| St. Mary's College of Maryland | 280 | 100% | 192 | 68.6% | 14 | 5.0% | 11 | 3.9% | 63 | 22.5% |
| Towson State University | 2,249 | 100% | 1,572 | 69.9% | 99 | 4.4% | 65 | 2.9% | 513 | 22.8% |
| University of Maryland- | | | | | | | | | | |
| Baltimore County | 1,128 | 100% | 695 | 61.6% | 107 | 9.5% | 74 | 6.6% | 252 | 22.3% |
| College Park | 5,838 | 100% | 4,425 | 75.8% | 220 | 3.8% | 81 | 1.4% | 1,112 | 19.0% |
| Statewide Total | 13,002 | 100% | 9,092 | 69.9% | 602 | 4.6% | 357 | 2.7% | 2,951 | 22.7% |

Table 14 (cont.)

ONE-YEAR RETENTION/ATTRITION RATES OF THE FALL 1977 FRESHMAN CLASS (cont.)

B - Black Students

| | Total Number Freshmen Fall 1977 | | Returning Fall 1978 | | Transferred to Other Institutions-Fall 1978 2-Year Institutions | | Transferred to Other Institutions-Fall 1978 4-Year Institutions | | Not Returning-Not Transferred Fall 1978 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | N | % |
| Bowie | 246 | 100% | 160 | 65.0% | 13 | 5.3% | 6 | 2.4% | 67 | 27.2% |
| Coppin | 430 | 100% | 249 | 57.9% | 16 | 3.7% | 3 | 0.7% | 162 | 37.7% |
| Frostburg | 55 | 100% | 43 | 78.2% | 5 | 9.1% | 0 | - | 7 | 12.7% |
| Morgan | 1,122 | 100% | 652 | 58.1% | 43 | 3.8% | 27 | 2.4% | 400 | 35.7% |
| Salisbury | 83 | 100% | 49 | 59.0% | 1 | 1.2% | 2 | 2.4% | 31 | 37.3% |
| St. Mary's | 19 | 100% | 14 | 73.7% | 0 | - | 1 | 5.3% | 4 | 21.1% |
| Towson | 325 | 100% | 205 | 63.1% | 9 | 2.8% | 10 | 3.1% | 101 | 31.1% |
| Univ. of Md. | | | | | | | | | | |
| Balto. Co. | 251 | 100% | 129 | 51.4% | 22 | 8.8% | 14 | 5.6% | 86 | 34.3% |
| College Park | 534 | 100% | 340 | 63.7% | 48 | 9.0% | 16 | 3.0% | 130 | 24.3% |
| Statewide Total | 3,065 | 100% | 1,841 | 60.1% | 157 | 5.1% | 79 | 2.6% | 988 | 32.2% |

Table 15

Degree Attainment Rates of the Fall 1974 Freshman Class[1]
Two-Year Institutions

| | Highest Degree Awarded | | | |
|---|---|---|---|---|
| | Associate | Certificate | None | |
| Black | 20.4 | 1.6% | 78.0% | (100%) |
| White | 34.1 | 1.3% | 64.6% | (100%) |

[1] SBCC 1978 Follow-up of the 1974 Freshman class. Includes all students with degree goals.

Table 16

STATE FINANCIAL AID PROGRAMS
1978 - 1979 [1]
- U.G. ONLY -

| | General Scholarship | | House of Del. Scholarship | | Senatorial Scholarship | | Other Race Grant | | State Programs [2] | | Fall 1978 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Institution | $ | $/FTFS-UG | $ | $/FTFS-UG | $ | $/FTFS-UG | $ | $/FTFS-UG | $ | $/FTFS-UG | FTFS-UG |
| Bowie St. Coll. | $43,800 | $29 | $1,173 | $1 | $28,500 | $19 | $67,300 | $45 | $73,473 | $49 | 1,494 |
| Coppin St. Coll. | $79,900 | $36 | $6,230 | $3 | $47,850 | $21 | $59,750 | $27 | $133,980 | $60 | 2,227 |
| Frostburg St. Coll. | $77,250 | $26 | $7,321 | $2 | $132,800 | $45 | $188,005 | $64 | $217,371 | $74 | 2,936 |
| Salisbury St. Coll. | $68,000 | $22 | $8,580 | $3 | $110,600 | $36 | $80,700 | $26 | $187,180 | $60 | 3,099 |
| Towson St. Univ. | $181,550 | $17 | $11,635 | $1 | $302,300 | $28 | $196,903 | $19 | $495,485 | $47 | 10,637 |
| U. of B. | $11,300 | $7 | $3,200 | $2 | $21,250 | $12 | $45,602 | $26 | $35,750 | $21 | 1,732 |
| Morgan St. Univ. | $117,900 | $30 | $7,055 | $2 | $61,750 | $15 | $165,465 | $42 | $186,705 | $47 | 3,984 |
| St. Mary's Coll. | $22,300 | $19 | $2,672 | $2 | $34,750 | $30 | $83,238 | $72 | $59,722 | $51 | 1,164 |
| UMAB | $39,900 | $33 | 0 | - | $30,900 | $26 | N.A. | - | $70,800 | $59 | 1,207 |
| UMBC | $165,062 | $36 | $10,640 | $2 | $169,750 | $37 | N.A. | - | $345,452 | $75 | 4,598 |
| UMCP | $449,714 | $17 | $48,537 | $2 | $705,511 | $27 | N.A. | - | $1,203,762 | $46 | 26,250 |
| UMES | $32,425 | $34 | $1,100 | $1 | $18,200 | $19 | N.A. | - | $51,725 | $55 | 940 |
| UMUC | $1,650 | $0 | 0 | - | $5,415 | $1 | 0 | - | $7,065 | $2 | 4,244 |
| Hist.Black Inst. | $274,025 | $32 | $15,558 | $2 | $156,300 | $18 | $292,515 [3] | $38 [3] | $445,883 | $52 | 8,645 |
| Hist. White Inst. | $1,016,726 | $18 | $92,585 | $2 | $1,513,276 | $27 | $594,448 [3] | $30 [3] | $2,622,587 | $47 | 55,367 |
| All 4-Yr. Inst. | $1,290,751 | $20 | $108,143 | $2 | $1,669,576 | $26 | $886,963 [3] | $33 [3] | $3,068,470 | $48 | 64,512 |

1 - Financial aid data are for FY 79 (Source: SBHE S-5); FTFS-UG data are for Fall, 1978 (Source: SBHE E.I.S.).
2 - General, House of Delegates and Senatorial Scholarship Programs only.
3 - Excluding U.M. data.

Table 17

FINANCIAL AID BY TYPE OF PROGRAM

1978 - 1979
- U.G. ONLY -

| Institution | | Grants | Loans | Scholarships | Employment | Total Financial Aid |
|---|---|---|---|---|---|---|
| Bowie State College | $ | $ 880,299 | $ 396,236 | $ 90,123 | $270,637 | $1,637,295 |
| | $/FTES-UG | $589 | $265 | $60 | $181 | $1,096 |
| Coppin State College | $ | $2,137,116 | $ 441,003 | $257,977 | $515,948 | $3,352,044 |
| | $/FTES-UG | $960 | $198 | $116 | $232 | $1,505 |
| Frostburg State Coll. | $ | $ 823,724 | $ 929,466 | $224,106 | $287,693 | $2,264,989 |
| | $/FTES-UG | $281 | $317 | $76 | $98 | $771 |
| Salisbury St. Coll. | $ | $ 670,895 | $ 533,476 | $189,180 | $446,653 | $1,840,204 |
| | $/FTES-UG | $216 | $172 | $61 | $144 | $594 |
| Towson St. Univ. | $ | $2,062,122 | $1,074,583 | $505,838 | $931,619 | $4,574,162 |
| | $/FTES-UG | $194 | $101 | $48 | $88 | $430 |
| Univ. of Balto. | $ | $ 644,446 | $ 90,865 | $169,951 | $195,853 | $1,101,115 |
| | $/FTES-UG | $372 | $52 | $98 | $113 | $636 |
| Morgan St. Univ. | $ | $3,811,095 | $1,432,521 | $191,680 | $869,300 | $6,304,596 |
| | $/FTES-UG | $957 | $360 | $48 | $218 | $1,582 |
| St. Mary's Coll | $ | $ 222,467 | $ 155,472 | $ 59,722 | $ 28,645 | $ 466,306 |
| | $/FTES-UG | $191 | $134 | $51 | $25 | $401 |
| UMAB | $ | $ 339,085 | $ 489,389 | $ 71,300 | $ 16,224 | $ 915,998 |
| | $/FTES-UG | $281 | $405 | $59 | $13 | $759 |

Table 17(continued)

FINANCIAL AID BY TYPE OF PROGRAM

1978 - 1979

| Institution | | Grants | Loans | Scholarships | Employment | Total Financial Aid |
|---|---|---|---|---|---|---|
| UMBC | $ | $ 1,354,862 | $ 704,664 | $ 673,109 | $ 691,823 | $ 3,424,459 |
| | $/FTES-UG | $295 | $153 | $146 | $150 | $745 |
| UMCP | $ | $ 7,192,589 | $ 5,774,366 | $1,688,537 | $3,960,323 | $18,815,815 |
| | $/FTES-UG | $282 | $220 | $64 | $151 | $717 |
| UMES | $ | $ 906,188 | $ 296,393 | $ 137,023 | $ 271,818 | $ 1,611,422 |
| | $/FTES-UG | $964 | $315 | $146 | $289 | $1,714 |
| UMUC | $ | $ 257,467 | $ 131,722 | $ 7,065 | $ 26,232 | $ 422,486 |
| | $/FTES-UG | $61 | $31 | $2 | $6 | $100 |
| Hist. Black Inst. | $ | $ 7,734,698 | $ 2,566,153 | $ 676,803 | $1,927,703 | $12,905,357 |
| | $/FTES-UG | $895 | $297 | $78 | $223 | $1,493 |
| Hist. White Inst. | $ | $13,767,657 | $ 9,884,003 | $3,588,808 | $6,585,065 | $33,825,533 |
| | $/FTES-UG | $246 | $177 | $64 | $118 | $605 |
| All Institutions | $ | $21,502,355 | $12,450,156 | $4,265,611 | $8,512,768 | $46,730,890 |
| | $/FTES-UG | $333 | $193 | $66 | $132 | $724 |

SOURCE: Financial Aid Data: SBHE S-5 (FY 79)
Enrollment Data: SBHE E.I.S. (Fall 1978)

Note: Grants - Financial assistance awards that are made outright on the basis of need and require no repayment in service or cash. Ex: BEOG, SEOG.

Loans - Financial assistance awards that require repayment in service or cash upon completion of the degree program or termination of enrollment. Ex: NSDL.

Scholarships: Financial assistance awards which are granted outright and require no repayment in service or cash. Scholarships usually have criteria based on academic skills and attainment instead of, or in addition to, demonstrated financial need. Ex: Gen.Schol.

Employment: Financial assistance awards in which the Federal or State government contributes partial monies for the payment for services rendered by students, as well as student employment programs financed solely by institutional or other non-governmental funds. Ex: Work-Study program.

Table 18

STATE SCHOLARSHIP PROGRAMS BY RACE OF RECIPIENT

1978 - 1979
- U.C. ONLY -

| | Black Students | | All Students |
|---|---|---|---|
| | $ | % of Total $ | Total $ |
| 4 Year Institutions [1] | | | |
| General Scholarship | $392,602 | 42% | $ 944,139 |
| House of Delegates Scholar. | $ 21,105 | 25% | $ 85,868 |
| Senatorial Scholarship | $228,829 | 19% | $1,197,526 |
| All State Scholarship Prog. | $642,536 | 29% | $2,227,533 |
| Community Colleges | | | |
| General Scholarship | $ 67,245 | 31% | $ 220,008 |
| House of Delegates Scholar. | $ 1,260 | 13% | $ 9,920 |
| Senatorial Scholarship | $ 46,517 | 17% | $ 269,417 |
| All State Scholar. Prog. | $115,022 | 23% | $ 499,345 |
| All Public Institutions | | | |
| General Scholarship | $459,847 | 40% | $1,164,147 |
| House of Del. Scholar. | $ 22,365 | 23% | $ 95,788 |
| Senatorial Scholarship | $275,346 | 19% | $1,466,943 |
| All State Scholar. Prog. | $757,558 | 28% | $2,726,878 |

% Black of Fall 1978 total undergraduate headcount enrollment [2]: 20%
four-year institutions [1]: 22%
community colleges: 19%

Source: Financial Aid Data: SBHE S-5 (FY 79)
Enrollment Date: SBHE E.I.S. (Fall 1978)

1 - All four-year public institutions except Towson State University and UMBC; financial aid data by race are not available for these institutions.
2 - All public institutions except Towson and UMBC.

Table 19
SUMMARY OF FINANCIAL AID DATA FY 79
- U.G. ONLY -

| Institution | Total Fin. Aid $ | Total N. Recipients | $/ Recipients | N. Recipients as of % of U. G. Enroll. | Tuition Fees | N of Qualified Applicants | % of Rejected Qualified | N Rejected as % of Qualified | N Qualified as % of U.G. Enroll. | Fall 1978 Enroll. |
|---|---|---|---|---|---|---|---|---|---|---|
| Allegany | $1,018,660 | 793 | $1,285 | 44% | $400 | 651 | 57 | 9% | 36% | 1,791 |
| Anne Arundel | $ 476,547 | 808 | $ 590 | 12% | $570 | 266 | 0 | - | 4% | 6,502 |
| Catonsville | $1,502,333 | 2,301 | $ 653 | 21% | $468 | 462 | 23 | 5% | 4% | 11,012 |
| Cecil | $ 190,145 | 184 | $1,033 | 15% | $312 | 112 | 0 | - | 9% | 1,209 |
| Charles | $ 269,852 | 555 | $ 486 | 16% | $480 | 159 | 3 | 2% | 5% | 3,462 |
| Chesapeake | $ 217,509 | 336 | $ 647 | 23% | $400 | 158 | 0 | - | 11% | 1,466 |
| CCB | $4,598,432 | 5,968 | $ 771 | 72% | $360 | 7,241 | 1,273 | 18% | 88% | 8,253 |
| Dundalk | $ 522,575 | 570 | $ 917 | 25% | $468 | 774 | 198 | 26% | 33% | 2,324 |
| Essex | $1,261,213 | 2,129 | $ 592 | 22% | $468 | 492 | 136 | 28% | 5% | 9,774 |
| Frederick | $ 164,878 | 187 | $ 882 | 11% | $432 | 73 | 0 | - | 4% | 1,731 |
| Garrett | $ 181,852 | 188 | $ 967 | 33% | $300 | 114 | 33 | 29% | 20% | 565 |
| Hagerstown | $ 242,153 | 386 | $ 627 | 17% | $450 | 125 | 20 | 16% | 6% | 2,244 |
| Harford | $ 576,702 | 669 | $ 862 | 18% | $570 | 676 | 7 | 1% | 18% | 3,674 |
| Howard | $ 170,999 | 411 | $ 416 | 17% | $400 | 239 | 0 | - | 10% | 2,387 |
| Montg.-R. | $1,479,457 | 1,256 | $1,178 | 11% | $600 | 1,515 | 259 | 17% | 14% | 11,208 |
| Montg.-TP | $ 593,391 | 546 | $1,087 | 19% | $600 | 648 | 102 | 16% | 22% | 2,927 |
| Montg.-G. | $ 130,853 | 143 | $ 915 | 11% | $600 | 163 | 20 | 12% | 13% | 1,254 |
| Prince George's | $1,682,635 | 4,504 | $ 374 | 33% | $466 | 640 | 0 | - | 5% | 13,828 |
| Wor Wic | $ 63,837 | 101 | $ 632 | 22% | $340 | 90 | 0 | - | 19% | 462 |

Table 19 (continued)

SUMMARY OF FINANCIAL AID DATA FY 79
- U.G. ONLY -

| Institution | Total Fin. Aid $ | Total N Recipients | $ Recipients | N Recipients as of % of U.G. Enroll. | Tuition & Fees[1] | N of Qualified Applicants[2] | N of Rejected Qualified[3] | N Rejected as % of Qualified | N Qualified as % of U.G. Enroll. | Fall 1978 U. G. Enrollment |
|---|---|---|---|---|---|---|---|---|---|---|
| Bowie St. Coll. | $ 1,637,295 | 1,127 | $1,452 | 60% | $782 | 1,306 | 179 | 14% | 70% | 1,877 |
| Coppin St. Coll. | $ 3,352,044 | 2,072 | $1,618 | 80% | $730 | 2,420[4] | 307[4] | 13%[4] | 93% | 2,599 |
| Frostburg St. Coll. | $ 2,264,989 | 1,862 | $1,216 | 60% | $861 | 626 | 36 | 6% | 20% | 3,083 |
| Salisbury St. Coll. | $ 1,840,204 | 1,987 | $ 926 | 55% | $705 | 723 | 0 | 0% | 20% | 3,644 |
| Towson St. Univ. | $ 4,574,162 | 6,557 | $ 698 | 49% | $747 | 2,233 | 11 | 0% | 17% | 13,459 |
| U. of B. | $ 1,101,115 | 1,823 | $ 604 | 59% | $720 | 187 | 186 | 48% | 13% | 3,086 |
| Morgan St. Univ. | $ 6,304,596 | 3,526 | $1,788 | 78% | $840 | 3,569 | 2,182 | 61% | 79% | 4,530 |
| St. Mary's | $ 466,306 | 425 | $1,097 | 33% | $760 | 298 | 33 | 11% | 23% | 1,298 |
| UMAB | $ 915,908 | 455 | $2,013 | 34% | $848[5] | 287 | 0 | 0% | 21% | 1,344 |
| UMBC | $ 3,424,438 | N/A | - | - | $760 | 878 | 0 | 0% | 18% | 5,000 |
| UMCP | $18,935,376 | 9,329 | $2,030 | 32% | $790 | 7,025 | 250 | 4% | 24% | 29,422 |
| UMES | $ 1,611,422 | 791 | $2,037 | 75% | $586 | 1,283 | 498 | 39% | 121% | 1,057 |

SOURCE: SBHE S-5

1. Four-Year Institutions: Total Annual Mandatory (Instructional and Non-instructional) charges for full-time State resident undergraduates (SBHE Consolidated Operating Budget). Community College's tuition for 30 credit hours for county residents.
2. "Number of eligible applicants for campus-based programs (SEOG, NDSL, College Work/Study, and other institutional need-based programs)."
3. "Of these applicants, (see footnote 2) "number who were eligible but did not receive aid due to insufficient funds."
4. 1979 data not available; 1978 data were used.
5. Average tuition of UMAB's undergradaute programs.

Table 20
Full-Time Non-Instructional Staff By Race
Fall 1979

| Institutions | Exec/Admin/Mang. | | | Professional | | | Secretarial/Cler | | | Technical/Paraprof | | | Skilled Crafts | | | Service/Maintenance | | | All Employees[1] | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black |
| Allegany C.C. | - | 10 | - | - | - | - | 1 | 27 | 3.7% | - | 13 | - | - | - | - | - | 16 | - | 1 | 160 | .6% |
| Anne Arundel C.C. | - | 16 | - | 3 | 18 | 16.7% | 4 | 76 | 5.3% | - | 18 | - | - | 8 | - | 26 | 55 | 47.3% | 36 | 363 | 9.9% |
| Catonsville C.C. | 1 | 36 | 2.8% | 5 | 44 | 11.4% | 7 | 95 | 7.4% | 3 | 24 | 12.5% | 3 | 7 | 42.9% | 15 | 47 | 31.9% | 39 | 470 | 8.3% |
| Cecil C.C. | - | 13 | - | 1 | 5 | 20.0% | - | 20 | - | 1 | 3 | 33.3% | - | - | - | - | 6 | - | 2 | 68 | 2.9% |
| Charles C.C. | - | 13 | - | 2 | 21 | 9.5% | 2 | 45 | 4.4% | 1 | 15 | 6.7% | 2 | 6 | 33.3% | 13 | 19 | 68.4% | 22 | 158 | 13.9% |
| Chesapeake C.C. | - | 16 | - | 1 | 10 | 10.0% | 2 | 25 | 8.0% | - | 2 | - | - | - | - | 9 | 14 | 64.3% | 14 | 94 | 14.9% |
| C.C. of Baltimore | 11 | 32 | 34.4% | 22 | 46 | 47.8% | 39 | 72 | 54.2% | 18 | 36 | 50.0% | 1 | - | 100% | 39 | 48 | 81.3% | 172 | 400 | 43.0% |
| Dundalk C.C. | - | 24 | - | - | 5 | - | 3 | 47 | 6.4% | 2 | 12 | 16.7% | - | 5 | - | 9 | 21 | 42.9% | 17 | 159 | 10.7% |
| Essex C.C. | 1 | 25 | 4.0% | 2 | 30 | 6.7% | - | 82 | - | 1 | 57 | 1.8% | - | 16 | - | 8 | 63 | 12.7% | 13 | 440 | 3.0% |
| Frederick C.C. | 1 | 18 | 5.6% | - | 2 | - | 1 | 31 | 3.2% | - | 5 | - | - | 2 | - | - | 7 | - | 2 | 95 | 2.1% |
| Garrett C.C. | - | 7 | - | - | - | - | - | 17 | - | - | 11 | - | - | 2 | - | - | 7 | - | - | 66 | - |
| Hagerstown J.C. | - | 15 | - | - | 7 | - | - | 29 | - | - | 10 | - | - | 1 | - | - | 12 | - | 1 | 130 | .8% |
| Harford C.C. | - | 21 | - | - | - | - | 4 | 52 | 7.7% | 2 | 24 | 8.3% | - | 7 | - | 6 | 29 | 20.7% | 12 | 212 | 5.7% |
| Howard C.C. | 3 | 22 | 13.6% | - | - | - | 3 | 34 | 8.8% | - | 12 | - | 2 | 7 | 28.6% | 12 | 20 | 60.0% | 24 | 136 | 17.6% |
| Montgomery C.C. | | | | | | | | | | | | | | | | | | | | | |
| Rockville | - | 10 | - | - | 9 | - | 1 | 79 | 1.3% | 1 | 39 | 2.6% | 2 | 11 | 18.2% | 33 | 85 | 38.8% | 42 | 496 | 8.5% |
| Takoma Park | 1 | 7 | 14.3% | 1 | 8 | 12.5% | 3 | 30 | 10.0% | 1 | 17 | 5.9% | 1 | 3 | 33.3% | 18 | 30 | 60.0% | 27 | 179 | 15.1% |
| Germantown | 1 | 9 | 11.1% | - | 5 | - | 2 | 18 | 11.1% | - | 7 | - | - | 3 | - | 5 | 17 | 29.4% | 9 | 85 | 10.6% |
| Central Admin. | 3 | 30 | 10.0% | - | 31 | - | 5 | 82 | 6.1% | 3 | 20 | 15.0% | 1 | 28 | 3.6% | - | 3 | - | 12 | 199 | 6.0% |
| P.G. C.C. | 6 | 37 | 16.2% | 2 | 16 | 12.5% | 11 | 91 | 12.1% | 21 | 97 | 21.6% | 6 | 18 | 33.3% | 36 | 39 | 92.3% | 96 | 532 | 18.0% |
| Wor-Wic Tech. C.C. | - | 8 | - | - | - | - | 1 | 9 | 11.1% | - | 2 | - | - | - | - | - | - | - | 1 | 36 | 2.8% |
| All Community Coll. | 28 | 369 | 7.6% | 39 | 257 | 15.2% | 89 | 961 | 9.3% | 54 | 424 | 12.7% | 18 | 125 | 14.4% | 229 | 538 | 42.6% | 542 | 4478 | 12.1% |
| Bowie St. Coll | 31 | 42 | 73.8% | 7 | 15 | 46.7% | 49 | 71 | 69.0% | 1 | 12 | 8.3% | 13 | 17 | 76.5% | 77 | 83 | 92.8% | 244 | 349 | 69.9% |
| Coppin St. Coll | 41 | 44 | 93.2% | 15 | 23 | 65.2% | 74 | 80 | 92.5% | 1 | 3 | 33.3% | 7 | 10 | 70.0% | 56 | 58 | 96.6% | 279 | 359 | 77.7% |
| Frostburg Coll. | 4 | 29 | 13.8% | 2 | 47 | 4.3% | - | 110 | - | - | 2 | - | - | 32 | - | - | 130 | - | 9 | 531 | 1.7% |
| Morgan St.Coll | 94 | 107 | 87.9% | 35 | 47 | 74.5% | 138 | 160 | 86.3% | 8 | 8 | 100% | 15 | 21 | 71.4% | 139 | 143 | 97.2% | 657 | 789 | 83.3% |
| Salisbury St. Coll | 4 | 46 | 8.7% | - | 20 | - | 8 | 73 | 11.0% | - | 4 | - | 2 | 11 | 18.2% | 88 | 116 | 75.9% | 108 | 455 | 23.7% |
| St. Mary's Coll | - | 12 | - | 1 | 30 | 3.3% | - | 27 | - | 1 | 12 | 8.3% | 2 | 8 | 25.0% | 23 | 45 | 51.1% | 28 | 199 | 14.1% |
| Towson St. Coll | 8 | 108 | 7.4% | 8 | 73 | 11.0% | 16 | 219 | 7.3% | 1 | 25 | 4.0% | 4 | 17 | 23.5% | 179 | 283 | 63.3% | 226 | 1186 | 19.1% |
| Univ. of Balto. | 8 | 45 | 17.8% | 2 | 30 | 6.7% | 23 | 78 | 29.5% | 1 | 9 | 11.1% | 6 | 17 | 35.3% | 14 | 27 | 51.9% | 57 | 332 | 17.2% |
| All State Colleges | 190 | 433 | 43.9% | 70 | 285 | 24.6% | 308 | 818 | 37.7% | 13 | 75 | 17.3% | 49 | 133 | 36.8% | 576 | 885 | 65.1% | 1608 | 4200 | 38.3% |

Table 20 (continued)
Full-Time Non-Instructional Staff By Race
Fall 1979

| Institution | Exec/Admin/Manag. | | | Professional | | | Secretarial/Cler | | | Technical/Paraprof | | | Skilled Crafts | | | Service/Maint. | | | All Employees[1] | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black |
| UMAB | 5 | 76 | 6.6% | 210 | 1891 | 11.1% | 595 | 1399 | 42.5% | 164 | 434 | 37.8% | 17 | 109 | 15.6% | 773 | 938 | 82.4% | 1803 | 5568 | 32.4% |
| UMBC | 8 | 35 | 22.9% | 14 | 109 | 12.8% | 23 | 148 | 15.5% | 10 | 49 | 20.4% | 2 | 38 | 5.3% | 10 | 29 | 34.5% | 82 | 675 | 12.1% |
| UMCP | 14 | 176 | 8.0% | 63 | 675 | 9.3% | 154 | 1043 | 14.8% | 21 | 441 | 4.8% | 39 | 232 | 16.8% | 446 | 641 | 69.6% | 796 | 4839 | 16.4% |
| UMES | 15 | 21 | 71.4% | 27 | 45 | 60.0% | 32 | 52 | 61.5% | 19 | 31 | 61.3% | 6 | 8 | 75.0% | 38 | 44 | 86.4% | 176 | 284 | 60.6% |
| UMUC | - | 24 | - | 4 | 66 | 6.1% | 11 | 112 | 9.8% | - | 10 | - | 1 | 2 | 50.0% | 22 | 36 | 61.1% | 40 | 270 | 14.8% |
| UMCEES | 1 | 8 | 12.5% | - | 12 | - | - | 23 | - | - | 5 | - | - | 17 | - | 6 | 14 | 42.9% | 7 | 154 | 4.5% |
| UM Coop. Ext. | 2 | 8 | 25.0% | - | 2 | - | 10 | 127 | 7.9% | 37 | 75 | 49.3% | - | - | - | - | - | - | 82 | 411 | 20.0% |
| UM Central Admin | 1 | 22 | 4.5% | 1 | 46 | 2.2% | 6 | 63 | 9.5% | - | 8 | - | - | 3 | - | 2 | 4 | 50.0% | 10 | 146 | 6.8% |
| All UM | 46 | 370 | 12.4% | 319 | 2846 | 11.2% | 831 | 2967 | 28.0% | 251 | 1053 | 23.8% | 65 | 409 | 15.9% | 1297 | 1706 | 76.0% | 2992 | 12347 | 24.2% |
| Predominantly Black | 192 | 246 | 78.0% | 106 | 176 | 60.2% | 332 | 435 | 76.3% | 47 | 90 | 52.2% | 42 | 57 | 73.7% | 349 | 376 | 92.8% | 1524 | 2181 | 69.9% |
| Predominantly White | 72 | 926 | 7.8% | 322 | 3212 | 10.0% | 896 | 4311 | 20.8% | 271 | 1462 | 18.5% | 90 | 610 | 14.8% | 1753 | 2753 | 63.7% | 3618 | 18844 | 19.2% |
| All Institutions | 264 | 1172 | 22.5% | 428 | 3388 | 12.6% | 1228 | 4746 | 25.9% | 318 | 1552 | 20.5% | 132 | 667 | 19.8% | 2102 | 3129 | 67.2% | 5142 | 21025 | 24.5% |

[1] Including instructional staff; i.e., faculty and teaching assistants.

Source: SBHE E-1

Table 21
Full-Time Faculty By Rank By Race
Fall 1979

| Institutions | Professors | | | Associate Prof. | | | Assistant Prof. | | | Other Faculty | | | Total Faculty | | | Tenured Faculty | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black |
| Allegany C.C. | - | 8 | - | - | 16 | - | - | 24 | - | - | 46 | - | - | 94 | - | - | 52 | - |
| Anne Arundel C.C. | - | 34 | - | - | 82 | - | 2 | 40 | 5.0% | 1 | 16 | 6.3% | - 3 | 172 | 1.7% | - | 123 | - |
| Catonsville C.C. | 1 | 35 | 2.9% | 1 | 85 | 1.2% | 2 | 71 | 2.8% | 1 | 26 | 3.8% | 5 | 217 | 2.3% | 4 | 155 | 2.6% |
| Cecil C.C. | - | 3 | - | - | 3 | - | - | 12 | - | | 3 | - | - | 21 | - | - | 11 | - |
| Charles C.C. | - | 3 | - | 1 | 16 | 6.3% | 1 | 9 | 11.1% | - | 11 | - | 2 | 39 | 5.1% | 1 | 21 | 4.8% |
| Chesapeake C.C. | - | 1 | - | - | 8 | - | - | 11 | - | 2 | 7 | 28.6% | 2 | 27 | 7.4% | - | 12 | - |
| C.C. of Balto. | 5 | 44 | 11.4% | 5 | 40 | 12.5% | 18 | 47 | 38.3% | 11 | 24 | 45.8% | 39 | 155 | 25.2% | 33 | 133 | 24.8% |
| Dundalk C.C. | - | 1 | - | - | 12 | - | 3 | 26 | 11.5% | - | 6 | - | 3 | 45 | 6.7% | 2 | 25 | 8.0% |
| Essex C.C. | - | 34 | - | - | 57 | - | 1 | 48 | 2.1% | - | 27 | - | 1 | 166 | .6% | 1 | 139 | .7% |
| Frederick C.C. | - | 4 | - | - | 10 | - | - | 11 | - | - | 5 | - | - | 30 | - | - | 7 | - |
| Garrett C.C. | - | 1 | - | - | 3 | - | - | 9 | - | - | 9 | - | - | 22 | - | - | 4 | - |
| Hagerstown J.C. | - | 12 | - | - | 24 | - | - | 14 | - | 1 | 6 | 16.7% | 1 | 56 | 1.8% | - | 39 | - |
| Harford C.C. | - | 11 | - | - | 36 | - | - | 21 | - | - | 11 | - | - | 79 | - | - | 56 | - |
| Howard C.C. | 1 | 5 | 20.0% | - | 14 | - | 2 | 11 | 18.2% | 1 | 11 | 9.1% | 4 | 41 | 9.8% | - | - | - |
| Montgomery C.C. | | | | | | | | | | | | | | | | | | |
| Rockville | 2 | 83 | 2.4% | - | 94 | - | 2 | 63 | 3.2% | 1 | 23 | 4.3% | 5 | 263 | 1.9% | 5 | 221 | 2.3% |
| Takoma Park | - | 42 | - | 1 | 25 | 4.0% | 1 | 8 | 12.5% | - | 6 | - | 2 | 81 | 2.5% | 1 | 61 | 1.6% |
| Germantown | - | 4 | - | - | 6 | - | - | 7 | - | - | 6 | - | - | 23 | - | - | 10 | - |
| Central Admin. | - | - | - | - | - | - | - | - | - | - | 3 | - | - | 3 | - | - | - | - |
| P.G. C.C. | 3 | 72 | 4.2% | 3 | 97 | 3.1% | 5 | 40 | 12.5% | 3 | 25 | 12.0% | 14 | 234 | 6.0% | 8 | 181 | 4.4% |
| Wor-Wic Tech C.C. | - | - | - | - | 1 | - | - | 8 | - | - | 8 | - | - | 17 | - | - | - | - |
| All Com. Coll | 12 | 397 | 3.0% | 11 | 629 | 1.7% | 37 | 480 | 7.7% | 21 | 279 | 7.5% | 81 | 1785 | 4.5% | 55 | 1250 | 4.4% |
| Bowie St. Coll | 14 | 27 | 51.9% | 21 | 30 | 70.0% | 23 | 41 | 56.1% | 8 | 11 | 72.7% | 66 | 109 | 60.6% | 40 | 65 | 61.5% |
| Coppin St. Coll | 13 | 28 | 46.4% | 21 | 33 | 63.6% | 23 | 38 | 60.5% | 24 | 38 | 63.2% | 81 | 137 | 59.1% | 52 | 88 | 59.1% |
| Frostburg St. Coll | - | 45 | - | 1 | 44 | 2.3% | 2 | 48 | 4.2% | - | 44 | - | 3 | 181 | 1.7% | 3 | 121 | 2.5% |
| Morgan St. Univ. | 54 | 76 | 71.1% | 62 | 84 | 73.8% | 77 | 98 | 78.6% | 35 | 45 | 77.8% | 228 | 303 | 75.2% | 149 | 207 | 72.0% |
| Salisbury St. Coll | - | 33 | - | 2 | 45 | 4.4% | - | 66 | - | 4 | 41 | 9.8% | 6 | 185 | 3.2% | 2 | 110 | 1.8% |
| St. Mary's Coll | - | 9 | - | - | 18 | - | 1 | 21 | 4.8% | - | 17 | - | 1 | 65 | 1.5% | - | 15 | - |
| Towson St. Univ | 2 | 109 | 1.8% | 1 | 119 | .8% | 5 | 155 | 3.2% | 2 | 78 | 2.6% | 10 | 461 | 2.2% | 7 | 367 | 1.9% |
| Univ. of Balto. | - | 29 | - | 2 | 33 | 6.1% | 1 | 63 | 1.6% | - | 1 | - | 3 | 126 | 2.4% | 3 | 45 | 6.7% |
| All State Coll. | 83 | 356 | 23.3% | 110 | 406 | 27.1% | 132 | 530 | 24.9% | 73 | 275 | 26.5% | 398 | 1567 | 25.4% | 256 | 1018 | 25.1% |

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Table 21 (continued)
Full-Time Faculty By Rank By Race
Fall 1979

| Institutions | Professors | | | Associate Prof. | | | Assistant Prof. | | | Other Faculty | | | Total Faculty | | | Tenured Faculty | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black | Black | Total | %Black |
| UMAB | 3 | 136 | 2.2% | 6 | 159 | 3.8% | 22 | 305 | 7.2% | 8 | 121 | 6.6% | 39 | 721 | 5.4% | 11 | 286 | 3.8% |
| UMBC | 2 | 40 | 5.0% | 6 | 117 | 5.1% | 4 | 76 | 5.3% | 3 | 34 | 8.8% | 15 | 267 | 5.6% | 8 | 166 | 4.9% |
| UMCP | 5 | 436 | 1.1% | 8 | 437 | 1.8% | 25 | 402 | 6.2% | 21 | 356 | 5.9% | 59 | 1631 | 3.6% | 12 | 867 | 1.4% |
| UMES | 4 | 6 | 66.7% | 5 | 10 | 50.0% | 11 | 35 | 31.4% | 14 | 27 | 51.9% | 34 | 78 | 43.6% | 11 | 27 | 40.7% |
| UMUC | - | 1 | - | - | 2 | - | - | 1 | - | - | 8 | - | - | 12 | - | - | - | - |
| UMCEES | - | 4 | - | - | 7 | - | - | 22 | - | - | 10 | - | - | 43 | - | - | 13 | - |
| UMCOOP | - | 9 | - | 10 | 53 | 18.9% | 13 | 62 | 21.0% | 10 | 75 | 13.3% | 33 | 199 | 16.6% | 14 | 80 | 17.5% |
| All UM | 14 | 632 | 2.2% | 35 | 785 | 4.5% | 75 | 903 | 8.3% | 56 | 631 | 8.9% | 180 | 2951 | 6.1% | 56 | 1439 | 3.9% |
| Pred. Black Inst. | 90 | 181 | 49.7% | 114 | 197 | 57.9% | 152 | 259 | 58.7% | 92 | 145 | 63.4% | 448 | 782 | 57.3% | 285 | 520 | 54.8% |
| Pred. White Inst. | 19 | 1204 | 1.6% | 42 | 1623 | 2.6% | 92 | 1654 | 5.6% | 58 | 1040 | 5.6% | 211 | 5521 | 3.8% | 82 | 3187 | 2.6% |
| All Institutions | 109 | 1385 | 7.9% | 156 | 1820 | 8.6% | 244 | 1913 | 12.8% | 150 | 1185 | 12.7% | 659 | 6303 | 10.5% | 377 | 3707 | 10.2% |

Source: SBHE E-1

TABLE 22

Racial Composition of Employees of State Agencies
and Boards Associated with Higher Education, 1978-1979
Full-Time

| | Executive/Administrative Managerial | | | Professional | | | Clerical/All Other | | |
|---|---|---|---|---|---|---|---|---|---|
| | Black | Total | % Black | Black | Total | % Black | Black | Total | % Black |
| State Board for Higher Education | 2 | 6 | 33.3% | 3 | 25 | 12.0% | 1 | 17 | 5.9% |
| Higher Education Loan Corporation | - | 1 | - | - | 3 | - | - | 3 | - |
| State Scholarship Board | - | 4 | - | - | 1 | - | 2 | 10 | 20.0% |
| University of Maryland Central Administration | 1 | 22 | 4.5% | 1 | 46 | 2.2% | 8 | 78 | 10.3% |
| Board of Trustees of the State Univ. & Colleges | - | 2 | - | 1 | 14 | 7.1% | 2 | 5 | 40.0% |
| Maryland State Board for Community Colleges | - | 1 | - | 1 | 6 | 16.7% | 1 | 5 | 20.0% |
| TOTAL | 3 | 36 | 8.3% | 6 | 95 | 6.3% | 14 | 118 | 11.9% |

Table 23

Full-Time Faculty by Rank by Race
1975-1979

| | Pred. Black Inst. | | Pred. White Inst. | | All Institutions | |
|---|---|---|---|---|---|---|
| | 75 | 79 | 75 | 79 | 75 | 79 |
| Professors - Total | 158 | 181 | 946 | 1,204 | 1,104 | 1,385 |
| - N Black | 81 | 90 | 20 | 19 | 101 | 109 |
| - % Black | 51.3% | 49.7% | 2.1% | 1.6% | 9.1% | 7.9% |
| Associate Prof. - Total | 197 | 197 | 1,414 | 1,623 | 1,611 | 1,820 |
| - N Black | 100 | 114 | 30 | 42 | 130 | 156 |
| - % Black | 50.8% | 57.9% | 2.1% | 2.6% | 8.1% | 8.6% |
| Assistant Prof. - Total | 225 | 259 | 1,674 | 1,654 | 1,926 | 1,913 |
| - N Black | 146 | 152 | 56 | 92 | 202 | 244 |
| - % Black | 57.9% | 58.7% | 3.3% | 5.6% | 10.5% | 12.8% |
| Other Faculty - Total | 177 | 145 | 1,038 | 1,040 | 1,215 | 1,185 |
| - N Black | 123 | 92 | 56 | 58 | 179 | 150 |
| - % Black | 69.5% | 63.4% | 5.4% | 5.6% | 14.7% | 12.7% |
| All Faculty - Total | 784 | 782 | 5,072 | 5,521 | 5,856 | 6,303 |
| - N Black | 450 | 448 | 162 | 211 | 612 | 659 |
| - % Black | 57.4% | 57.3% | 3.2% | 3.8% | 10.5% | 10.5% |
| Tenured Faculty - Total | 457 | 520 | 2,634 | 3,187 | 3,091 | 3,707 |
| - N Black | 225 | 285 | 52 | 82 | 277 | 377 |
| - % Black | 49.2% | 54.8% | 2.0% | 2.6% | 9.0% | 10.2% |

SOURCE: SBHE E-1

TABLE 24

RACIAL COMPOSITION OF STATE BOARDS ASSOCIATED WITH HIGHER EDUCATION

FALL 1979

| | Black | | All Other | | Total | | % Black in Population[1] |
|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | |
| Statewide Boards | | | | | | | |
| SBHE | 3 | (27.3) | 8 | (72.7) | 11 | (100) | |
| Higher Education Loan Corporation | 2 | (20.0) | 8 | (80.0) | 10 | (100) | |
| State Scholarship Board | 2 | (22.2) | 7 | (77.8) | 9 | (100) | |
| Segmental Boards | | | | | | | |
| Board of Regents - U.M. | 3 | (20.0) | 12 | (80.0) | 15 | (100) | |
| Board of Trustees of the State Univs. & Colleges | 3 | (27.3) | 8 | (72.7) | 11 | (100) | |
| Board of Regents of Morgan State Univ. | 10 | (76.9) | 3 | (23.1) | 13 | (100) | |
| Board of Trustees of St. Mary's College of Md. | 1 | ( 8.3) | 11 | (91.7) | 12 | (100) | |
| State Board for Community Colleges | 2 | (25.0) | 6 | (75.0) | 8 | (100) | |
| Local Boards | | | | | | | |
| Board of Trustees - | | | | | | | |
| Allegany Comm. College | 0 | - | 7 | (100) | 7 | (100) | 1.6% |
| Anne Arundel | 1 | (12.5) | 7 | (87.5) | 8 | (100) | 11.9% |
| Balto. Co. C.C. | 1 | (11.1) | 8 | (88.9) | 9 | (100) | 7.3% |
| Cecil | 1 | (14.3) | 5 | (71.4) | 7* | (100) | 5.0% |
| Charles | 1 | (14.3) | 6 | (85.7) | 7 | (100) | 20.3% |
| Chesapeake | 1 | (10.0) | 9 | (90.0) | 10 | (100) | 22.5% |
| Comm. College of Balto. | 3 | (42.9) | 4 | (57.1) | 7 | (100) | 51.9% |
| Frederick | 1 | (14.3) | 6 | (85.7) | 7 | (100) | 6.3% |
| Garrett | 0 | - | 7 | (100) | 7 | (100) | .3% |
| Hagerstown | 0 | - | 7 | (100) | 7 | (100) | 4.1% |
| Harford | 1 | (14.3) | 6 | (85.7) | 7 | (100) | 8.3% |
| Howard | 3 | (42.9) | 4 | (57.1) | 7 | (100) | 12.7% |
| Montgomery College | 1 | (12.5) | 7 | (87.5) | 8 | (100) | 10.7% |
| Prince George's C.C. | 0 | - | 7 | (100) | 8* | (100) | 31.6% |
| Wor-Wic Tech Comm. Coll. | 1 | (14.3) | 6 | (85.7) | 7 | (100) | 23.1% |

* One seat is vacant.

1-Data reported in this column are for each community college service area. Statewide blacks were 22% of the total population. All data are as of July 1, 1977.

Table 25

MARYLAND POPULATION ESTIMATES
BY POLITICAL SUBDIVISION BY RACE

JULY 1, 1977

| Political Subdivision | Total | White | Non-White | Est. Black[1] | Est. Black as % of Total |
|---|---|---|---|---|---|
| Maryland State | 4,137,090 | 3,194,420 | 942,670 | 910,619 | 22.0% |
| Northwest Area | 319,680 | 306,900 | 12,780 | 12,345 | 3.9% |
| Garrett | 25,590 | 25,510 | 80 | 77 | .3% |
| Allegany | 81,100 | 79,720 | 1,380 | 1,333 | 1.6% |
| Washington | 109,210 | 104,620 | 4,590 | 4,434 | 4.1% |
| Frederick | 103,780 | 97,050 | 6,730 | 6,501 | 6.3% |
| Baltimore Metro Area | 2,145,750 | 1,590,220 | 555,530 | 536,643 | 25.0% |
| Baltimore City | 807,330 | 373,970 | 433,360 | 418,626 | 51.9% |
| Baltimore County | 640,260 | 591,670 | 48,590 | 46,938 | 7.3% |
| Anne Arundel | 356,030 | 312,350 | 43,680 | 42,195 | 11.9% |
| Carroll | 88,660 | 85,600 | 3,060 | 2,956 | 3.3% |
| Howard | 109,990 | 95,480 | 14,510 | 14,017 | 12.7% |
| Harford | 143,480 | 131,150 | 12,330 | 11,911 | 8.3% |
| National Capital Area | 1,241,950 | 959,590 | 282,360 | 272,760 | 22.0% |
| Montgomery | 572,600 | 508,920 | 63,680 | 61,515 | 10.7% |
| Prince Georges | 669,350 | 450,670 | 218,680 | 211,245 | 31.6% |
| Southern Area | 148,020 | 115,010 | 33,010 | 31,888 | 21.5% |
| Calvert | 30,000 | 21,790 | 8,210 | 7,931 | 26.4% |
| Charles | 64,910 | 49,780 | 15,130 | 14,616 | 22.5% |
| Saint Marys | 53,110 | 43,440 | 9,670 | 9,341 | 17.6% |
| Eastern Shore Area | 281,690 | 222,700 | 58,990 | 56,984 | 20.2% |
| Cecil | 55,700 | 52,790 | 2,910 | 2,811 | 5.0% |
| Kent | 16,480 | 12,560 | 3,920 | 3,787 | 23.0% |
| Queen Annes | 22,600 | 18,360 | 4,240 | 4,096 | 18.1% |
| Caroline | 22,130 | 18,010 | 4,120 | 3,980 | 18.0% |
| Talbot | 25,930 | 20,280 | 5,650 | 5,458 | 21.0% |
| Dorchester | 30,720 | 21,170 | 9,550 | 9,225 | 30.0% |
| Wicomico | 60,530 | 47,390 | 13,140 | 12,693 | 21.0% |
| Somerset | 19,920 | 12,450 | 7,470 | 7,216 | 36.2% |
| Worcester | 27,680 | 19,690 | 7,990 | 7,718 | 27.9% |

1. Number of blacks was estimated from the non-white data using a factor of .966 (the proportion of blacks among non-whites in the State estimated by the 1970 U. S. Census).

Source: Maryland Center for Health Statistics

Table 26

NUMBER OF BIRTHS BY RACE IN MARYLAND

1961 - 1977

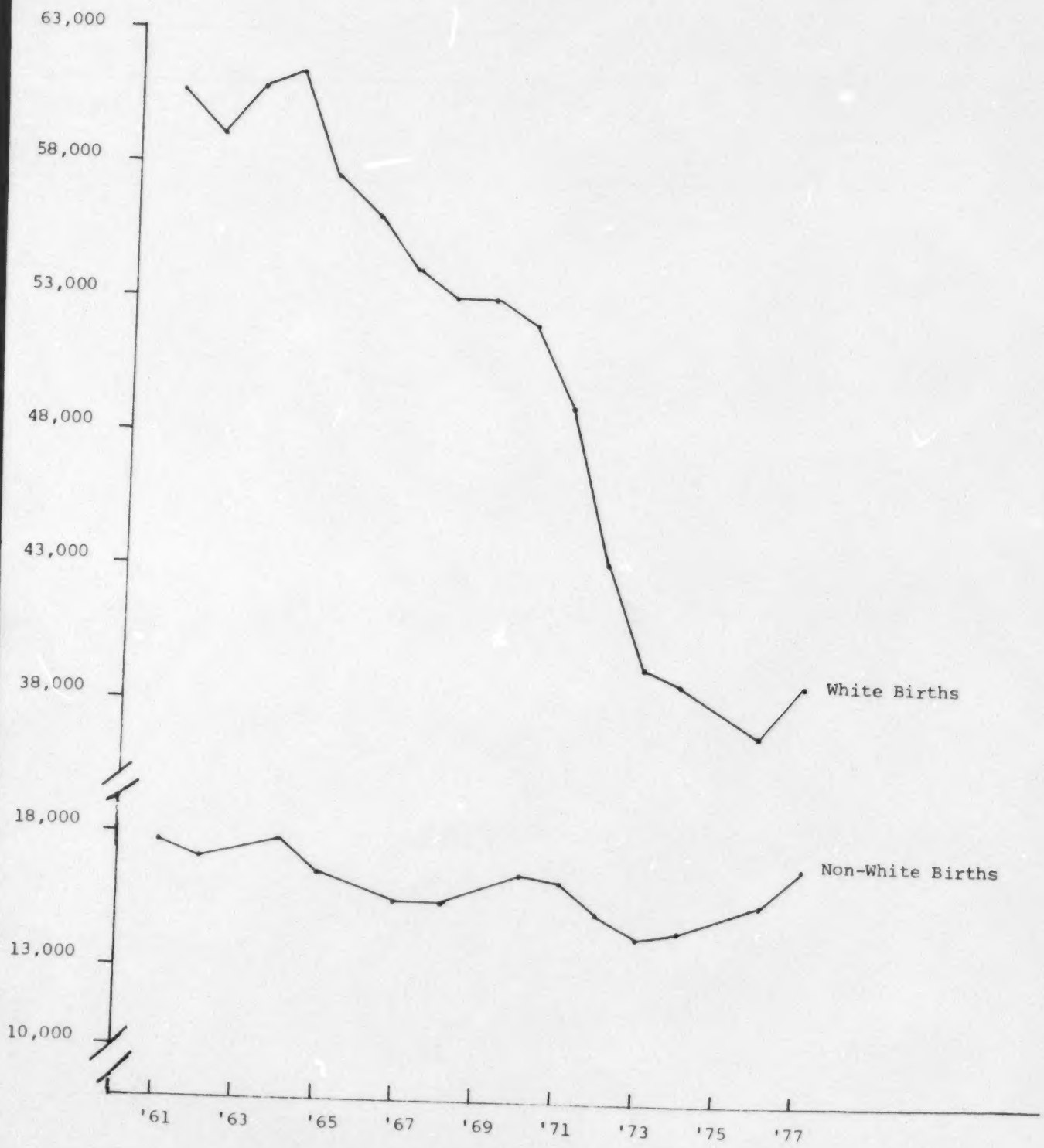
| Year | White | Non-White | Total | % Non-White |
|---|---|---|---|---|
| 1961 | 60,697 | 17,493 | 78,190 | 22.4% |
| 1962 | 59,130 | 17,195 | 76,325 | 22.5% |
| 1963 | 60,770 | 17,376 | 78,146 | 22.2% |
| 1964 | 61,388 | 17,615 | 79,003 | 22.3% |
| 1965 | 57,526 | 16,611 | 74,137 | 22.4% |
| 1966 | 56,157 | 15,960 | 72,117 | 22.1% |
| 1967 | 54,167 | 15,559 | 69,726 | 22.3% |
| 1968 | 52,955 | 15,452 | 68,407 | 22.6% |
| 1969 | 52,980 | 16,087 | 69,067 | 23.3% |
| 1970 | 52,179 | 16,617 | 69,336 | 24.0% |
| 1971 | 49,036 | 16,363 | 65,399 | 25.0% |
| 1972 | 43,289 | 15,021 | 58,310 | 25.8% |
| 1973 | 39,372 | 14,270 | 53,642 | 26.6% |
| 1974 | 38,661 | 14,414 | 53,075 | 27.2% |
| 1975 | 37,629 | 15,103 | 52,732 | 28.6% |
| 1976 | 37,098 | 15,574 | 52,672 | 29.6% |
| 1977 | 38,854 | 16,974 | 55,828 | 30.4% |
| % Change | | | | |
| 1961-1976 | -38.9% | -11.0% | -32.6% | |

Source: Maryland Center for Health Statistics

Graph 1

NUMBER OF BIRTHS

1961 - 1977



Graph 2

% NON-WHITE OF TOTAL BIRTHS

1961 to 1977

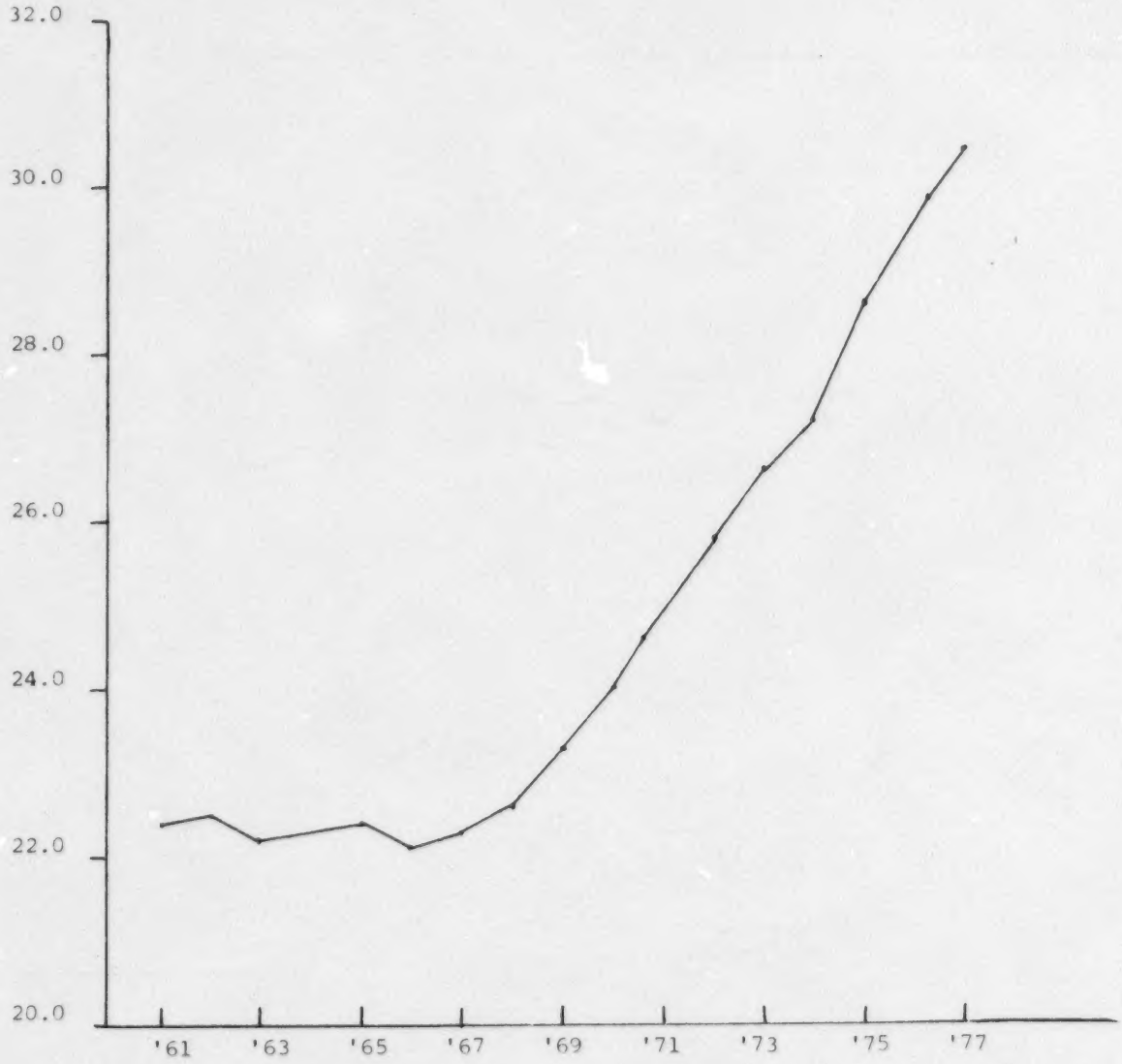


Table 27

MARYLAND HIGH SCHOOL GRADUATES

1971-1979

| Year | Public High Schools: Exit Survey Respondents Total | Public High Schools: Exit Survey Respondents Black | Public High Schools: Exit Survey Respondents %Black | Public High Schools: Total Public | Private High Schools: Total Private | All High Schools: Public and Private | Estimated % Black[1]: Public and Private |
|---|---|---|---|---|---|---|---|
| 1971 | 46,391 | 7,169 | 15.5% | 48,219 | 6,599 | 54,818 | 14.2% |
| 1972 | 48,732 | 7,821 | 16.0% | 50,370 | 6,408 | 56,778 | 14.8% |
| 1973 | 49,229 | 8,323 | 16.9% | 52,813 | 6,174 | 58,987 | 15.7% |
| 1974 | 48,697 | 8,318 | 17.1% | 53,952 | 6,139 | 60,091 | 15.9% |
| 1975 | N/A | N/A | N/A | 55,336 | 6,189 | 61,525 | N/A |
| 1976 | 42,676 | 7,562 | 17.7% | 56,063 | 6,005 | 62,068 | 16.5% |
| 1977 | 49,543 | 9,986 | 20.2% | 55,503 | 6,263 | 61,766 | 18.6% |
| 1978 | 50,736 | 10,959 | 21.6% | 55,880 | 6,691 | 62,571 | 19.8% |
| 1979 | 51,688 | 11,437 | 22.1% | 55,276 | 6,667 | 61,943 | 20.3% |

Source: Maryland State Department of Education

[1] Estimates assume the % Black in Total Public is equal to % Black in Exit Survey respondents; also assume 5% Black of Total Private.

Table 28

ESTIMATED PROPORTION OF HIGH SCHOOL GRADUATES
ENROLLING IN THE STATE PUBLIC HIGHER EDUCATION INSTITUTIONS

| | 1977 | | 1978 | | 1979 | |
|---|---|---|---|---|---|---|
| | Black | White | Black | White | Black | White |
| N Fall Freshmen [1] | 4,769 | 16,420 | 4,260 | 16,299 | 4,443 | 14,942 |
| N Spring H.S. Grads [2] | 11,500 | 46,666 | 12,405 | 47,148 | 12,564 | 45,569 |
| College Entering Rate | 41.5% | 35.2% | 34.3% | 34.6% | 35.4% | 32.8% |

1 - First time, full-time, Maryland resident freshmen

2 - Estimates; these data assume that the % black among public high school graduates is equal to the % black among the Exit Survey respondents; further 5% black among high school graduates from private schools is assumed.

Table 29

HIGH SCHOOL SENIORS PLANNING TO ATTEND

OUT-OF-STATE SCHOOLS

- IN PERCENTAGES[1] -

| | 1973 | 1974 | 1978 | 1979 |
|---|---|---|---|---|
| Black Students | 17% | 20% | 20% | 25% |
| White Students | 25% | 28% | 24% | 25% |

Table 30

HIGH SCHOOL SENIORS PLANNING TO ATTEND

OUT-OF-STATE SCHOOLS BY REGION-CLASS OF 1979

- IN PERCENTAGES[2] -

| | Blacks | Whites |
|---|---|---|
| South | 60% | 48% |
| Northeast | 22% | 32% |
| North Central | 8% | 10% |
| West | 8% | 8% |
| Outside U.S.A. | 2% | 2% |
| | 100% | 100% |

Note: South: Ala, Ak, DC, Fla, Ga, Ky, La, Miss, NC, Ok, SC, Tenn, Tx, Va, WVa

Northeast: Conn, Del, Maine, Mass, NH, NJ, NY, Penn, RI, Vt

North Central: Ill, Ind, Iowa, Ka, Mich, Minn, Mo, Nb, ND, Ohio, SD, Wisc

West: Alaska, Ariz, Cal, Co, Hawaii, Idaho, Mont, Nev, NM, Ore, Utah, Wash, Wy

1. Percentages are based on the total number of high school seniors planning to enroll in college within a year of graduation.
2. Percentages are based on the total number of high school seniors planning to enroll in out-of-state colleges within a year of graduation.

Source: Md. SDE's H.S. Exit Survey

Table 31

First-Time Full-Time Maryland Residents - Fall 1979

| | Black | White | Total | % Black |
|---|---|---|---|---|
| Bowie | 298 | 10 | 316 | 94.3% |
| Coppin | 446 | 4 | 458 | 97.4% |
| Morgan | 524 | 7 | 534 | 98.1% |
| UMES | 165 | 30 | 198 | 83.3% |
| Frostburg | 58 | 613 | 674 | 8.6% |
| Salisbury | 56 | 555 | 619 | 9.0% |
| St. Mary's | 13 | 305 | 323 | 4.0% |
| Towson | 232 | 1,655 | 1,933 | 12.0% |
| UMBC | 195 | 865 | 1,253 | 15.6% |
| UMCP | 260 | 3,214 | 3,888 | 6.7% |
| Black Inst. | 1,433 | 51 | 1,506 | 95.2% |
| White Inst. | 814 | 7,207 | 8,690 | 9.4% |
| Com. Colleges | 2,196 | 7,684 | 10,365 | 21.2% |
| St. Coll. | 1,627 | 3,149 | 4,857 | 33.5% |
| UM | 620 | 4,109 | 5,339 | 11.6% |
| All Inst. | 4,443 | 14,942 | 20,561 | 21.6% |
| (% Within Race in White Inst.) | (36%) | (99%) | | |
| Md. H.S. Graduates (Spring 1979) | | | | 20.3% |

Table 32

COMMUNITY COLLEGES ENROLLMENT - FALL 1979

| Institution | First-Time, Full-Time Freshmen | | | Spring 1979 H. S. Graduates in Service Area [1,2] | Total Part-time Students | | | Service Area Population[2,3] | Total Headcount Enrollment |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Black | %Black | %Black | Total | Black | %Black | %Black | %Black |
| Allegany C.C. | 920 | 28 | 3.0% | 1.6% | 635 | 7 | 1.1% | 1.6% | 2.1% |
| Anne Arundel C.C. | 983 | 97 | 9.9% | 12.9% | 5,185 | 354 | 6.8% | 11.9% | 7.4% |
| Catonsville C.C. | 895 | 215 | 24.0% | 5.9% | 8,640 | 1,031 | 11.9% | 6.8% | 14.1% |
| Cecil C.C. | 200 | 18 | 9.0% | 3.7% | 887 | 18 | 2.0% | 5.0% | 2.7% |
| Charles C.C. | 398 | 51 | 12.8% | 27.6% | 2,872 | 238 | 8.3% | 20.3% | 8.6% |
| Chesapeake C.C.[4] | 179 | 32 | 17.9% | 27.4% | 1,209 | 65 | 5.4% | 22.5% | 7.2% |
| C.C.B. | 1,102 | 905 | 82.1% | 77.3% | 4,615 | 3,451 | 74.8% | 51.9% | 77.3% |
| Dundalk C.C. | 185 | 31 | 16.8% | 6.3% | 1,804 | 96 | 5.3% | 7.3% | 7.7% |
| Essex C.C. | 869 | 82 | 9.4% | 6.3% | 6,893 | 285 | 4.1% | 7.3% | 5.3% |
| Frederick C.C. | 266 | 19 | 7.1% | 8.3% | 1,232 | 60 | 4.9% | 6.3% | 4.9% |
| Garrett C.C. | 164 | 8 | 4.9% | .0% | 335 | 0 | - | .3% | 1.8% |
| Hagerstown Jr. C. | 362 | 40 | 11.0% | 2.8% | 1,263 | 47 | 3.7% | 4.1% | 6.3% |
| Harford C.C. | 441 | 56 | 12.7% | 9.5% | 2,760 | 184 | 6.7% | 8.3% | 8.3% |
| Howard C.C. | 294 | 41 | 13.9% | 14.0% | 2,009 | 182 | 9.1% | 12.7% | 9.8% |
| Montgomery Coll. | 2,343 | 224 | 9.6% | 8.3% | 10,370 | 1,032 | 10.0% | 10.7% | 9.5% |
| P.G. C.C.[5] | 1,504 | 468 | 31.1% | 36.5% | 9,155 | 3,423 | 37.4% | 31.6% | 35.9% |
| Wor-Wic Tech | 138 | 38 | 27.5% | 33.9% | 382 | 81 | 21.7% | 23.1% | 23.7% |

1 - Public high school graduates only
2 - Service Areas (if more than one county):
Catonsville C.C.: Balto. and Carroll Counties
Charles C.C.: Charles and St. Mary's Counties
Chesapeake C.C.: Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties
Wor-Wic Tech C.C.: Wicomico and Worcester Counties
3 - As of July 1, 1977 (Md. Center for Health Statistics). Data on black population were estimated from the non-white data using a factor of .966 - the proportion of blacks among non-whites in the State estimated by the 1970 U.S. Census
4 - Freshmen and high school data are from 1978
5 - Freshmen data estimated by SBCC

Table 33

UNDERGRADUATE ENROLLMENT [1]
Fall 1979

| | Full Time | | | Part Time | | | All Undergraduates | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Black | % Black | Total | Black | % Black | Total | Black | % Black |
| Four-Year Institutions | 56,553 | 11,964 | 21% | 16,089 | 3,208 | 20% | 72,642 | 15,172 | 21% |
| Community Colleges | 28,106 | 6,483 | 23% | 60,246 | 10,554 | 18% | 88,352 | 17,037 | 19% |
| All Public Institutions | 84,659 | 18,447 | 22% | 76,335 | 13,762 | 18% | 160,994 | 32,209 | 20% |

1 - Excluding UMUC

Table 34

Distribution of the Full-Time Undergraduate Enrollment[1]
Fall 1979

| | Black | | All Other | | Total | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Community Colleges | 6,483 | 35.1 | 21,623 | 32.7 | 28,106 | 33.2 |
| Historically Black Institutions | 7,313 | 39.6 | 844 | 1.3 | 8,157 | 9.6 |
| Historically White Institutions | 4,651 | 25.2 | 43,745 | 66.1 | 48,396 | 57.2 |
| Total | 18,447 | 100% | 66,212 | 100% | 84,659 | 100% |

[1]Excluding UMUC

Table 35

First-Time, Full-Time Freshmen
1985 Goals

| | 1979 | | | 1985 Goals[1] | | |
|---|---|---|---|---|---|---|
| | Total | Black | Black | Total | Black | % Black |
| Bowie State College | 344 | 319 | 92.7% | 450 | 320 | 71% |
| Coppin State College | 477 | 460 | 96.4% | 410 | 390 | 95% |
| Frostburg State College | 737 | 71 | 9.6% | 800 | 70 | 8% |
| Salisbury State College | 712 | 60 | 8.4% | 800 | 60 - 80 | 8-10% |
| Towson State University | 2,078 | 255 | 12.3% | 1,700 | 224 - 274 | 13-16% |
| Morgan State University | 864 | 834 | 96.5% | 800 | 704 | 88% |
| St. Mary's College | 350 | 14 | 4.0% | 400 | 32 | 8% |
| All State Colleges and Universities | 5,562 | 2,013 | 36.2% | 5,293 | 1,800-1,870 | 34-35% |
| UMBC | 1,387 | 217 | 15.6% | 1,600 | 215 - 250 | 13-16% |
| UMCP | 5,163 | 420 | 8.1% | 4,100 | 400 - 500 | 10-12% |
| UMES | 352 | 297 | 84.4% | 450 | 338 | 75% |
| All UM | 6,902 | 934 | 13.5% | 6,150 | 953-1,088 | 15-18% |
| Historically White 4-year Institutions | 10,427 | 1,037 | 9.9% | 9,400 | 1,001-1,206 | 11-13% |
| Historically Black 4-year Institutions | 2,037 | 1,910 | 93.8% | 2,043 | 1,752 | 86% |
| Community Colleges | 11,215 | 2,353 | 21.0% | 10,652 | 2,122-2,324 | 20-22% |
| Four-Year Institutions | 12,464 | 2,947 | 23.6% | 11,443 | 2,753-2,958 | 24-26% |
| State Total | 23,679 | 5,300 | 22.4% | 22,095 | 4,875-5,282 | 22-24% |

[1]First-time, full-time freshmen enrollment limitations provided by SBHE's Second Annual Review of the Statewide Plan.

Table 36

Full-Time Undergraduates
UMAB and UB 1985 Goals

| | 1979 | | | 1985 Goals |
|---|---|---|---|---|
| | Total | Black | % Black | % Black |
| UMAB | 1,160 | 85 | 7.3% | 12% |
| UB | 1,056 | 234 | 22.2% | 16-17% |

Table 37

First-Time Graduate/First-Professional Enrollment
All Public Institutions[1]
Fall 1979[2]

| | Total | Black | % Black |
|---|---|---|---|
| All First-Time Graduate Students | 2,618 | 356 | 13.6% |
| All First-Year First-Prof. Students | 913 | 65 | 7.1% |
| Total | 3,531 | 421 | 11.9% |
| 1978-79 | | | |
| Baccalaureate Recipients | | | 13.0% |

[1]Excluding UMUC
[2]Except UMBC and UMES; 1978 data were used.

Table 38

First-Time Graduate Enrollment
1985 Goals

| | 1979 | | | 1985 Goals |
|---|---|---|---|---|
| | Total | Black | % Black | % Black |
| BTSUC[1] | 647 | 157 | 24.3% | 20-24% |
| Morgan State University | 69 | 36 | 52.2% | 50% |
| University of Maryland[2] | 1,902 | 163 | 8.6% | 10-12% |
| All Institutions | 2,618 | 356 | 13.6% | 15-18% |

[1] Bowie, Coppin, Frostburg and Salisbury State Colleges, Towson State University and University of Baltimore.

[2] Excluding UMUC; 1979 data for UMBC and UMES not available at this time; 1978 data were used.

Table 39

Professional Schools Entering Class
1985 Goals

| | 1979[1] | | | 1985 Goals |
|---|---|---|---|---|
| | Total | Black | % Black | % Black |
| Law | | | | |
| UB | 336 | 12 | 3.6% | 10% |
| UMAB | 254 | 33 | 13.0% | 10-15% |
| Medicine (UMAB) | 181 | 13 | 7.2% | 10-12% |
| Dentistry (UMAB) | 142 | 7 | 4.9% | 10-12% |

[1]Entering class data not available; "less than one year" data were used.

Table 40

UMCP FIRST-TIME, FULL-TIME ENROLLMENT IN SELECTED FIELDS

- % BLACK -

| | 1975 | 1976 | 1977 | 1978 | 1979 | 1978-1979 Baccalaureate Recipients |
|---|---|---|---|---|---|---|
| Architecture | 9.1% | 8.3% | 5.6% | 2.8% | 7.7% | - |
| Computer & Info. Sc. | 15.3% | 21.7% | 11.2% | 10.8% | 16.3% | 5.0% |
| Engineering | 5.7% | 6.6% | 7.6% | 6.6% | 7.6% | 1.4% |
| Arch., Computer & Eng. Combined | | | | | | 2.1% |
| All UMCP | 9.2% | 8.8% | 9.0% | 7.9% | 8.1% | 4.1% |
| All Institutions | | | | | | 13.0% |

Table 41

PROPORTION OF COLLEGE-BOUND H. S. GRADUATES
PLANNING TO ENROLL IN OUT-OF-STATE COLLEGES BY H. S. GRADES
MAY 1978

| | PLANNING TO ENROLL IN OUT-OF-STATE COLLEGES | |
|---|---|---|
| H. S. Grade | Black H.S. Graduates | White H.S. Graduates |
| A | 39 % | 45% |
| B | 29% | 27% |
| C | 21% | 18% |
| D | 17% | 19% |

Cell entries should be read: 39% of the Black H.S. graduates with H.S. grade average = A and who are planning to enroll in college, are planning to enroll in an out-of-State institution.

SOURCE: SDE May 1978 H.S. Exit Survey

Table 42

NATIONAL MERIT AND NATIONAL ACHIEVEMENT SCHOLARS

ENROLLED IN THE STATE

1976-1979

| | 1976 | 1977 | 1978 | 1979 | % Increase |
|---|---|---|---|---|---|
| National Merit Scholars | | | | | |
| Total Enrolled in Md. Schools | 67 | 72 | 78 | 111 | +66% |
| Johns Hopkins | 46 | 50 | 48 | 65 | +41% |
| UMCP | 7 | 7 | 16 | 32 | +357% |
| All Other Schools | 14 | 15 | 14 | 14 | 0% |
| State Deficit[1] | (74%) | (74%) | (73%) | (62%) | |
| National Achievement Scholars | | | | | |
| Total Enrolled in Md. Schools | 23 | 29 | 29 | 30 | +30% |
| Johns Hopkins | 12 | 21 | 21 | 22 | +83% |
| UMCP | 6 | 2 | 3 | 5 | -17% |
| All Other Schools | 5 | 6 | 5 | 3 | -40% |
| State Deficit[1] | (53%) | (60%) | (63%) | (57%) | |

1. Deficit enrollment of Scholars is based on the proportion of scholars graduating from Maryland high schools. For detailed analysis of these data cfr. "Enrollment of National Merit Scholars and Achievement Scholars in Maryland Institutions of Higher Education". SBHE, May 1980

Table 43

ATTRITION/PROGRESSION RATES[1] BY HIGH SCHOOL GRADE AVERAGE

FOR ALL FOUR-YEAR MARYLAND PUBLIC INSTITUTIONS

1978-1979

| New Freshmen 1978 H.S. Grade | 1979 Status: Dropped N | Dropped % | Returning Freshmen N | Returning Freshmen % | Sophomore N | Sophomore % | Other N | Other % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|---|---|
| A | 121 | 11.4% | 141 | 13.3% | 773 | 73.1% | 23 | 2.2% | 1058 | 100% |
| B | 683 | 19.3% | 1102 | 31.2% | 1674 | 47.4% | 76 | 2.1% | 3535 | 100% |
| C | 415 | 33.8% | 497 | 40.5% | 280 | 22.8% | 34 | 2.8% | 1226 | 100% |
| D | 7 | 38.9% | 9 | 50.0% | 1 | 5.6% | 1 | 5.6% | 18 | 100% |

1. Attrition/Progression rates in this table are within the public 4-year institutions; i.e., 11.4% of the freshmen with a high school grade average of "A" who enrolled in Fall 1978 in a 4-year public institution did not enroll in any 4-year public institution in Fall 1979. Because of their nature, these data are not an accurate indicator of the State's public higher education institutions' retention rates; rather they are an indicator of the relationship between high school grades and retention/progression in higher education.

Table 43 (continued)

ATTRITION/PROGRESSION RATES BY HIGH SCHOOL GRADE

AVERAGE FOR ALL FOUR YEAR MARYLAND PUBLIC INSTITUTIONS (cont.)

1978 - 1979

A - Black Students

| New Freshmen | 1979 Status | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Dropped | | Returning Freshmen | | Sophomore | | Other | | Total | |
| 1978 H.S. Grade | N | % | N | % | N | % | N | % | N | % |
| A | 8 | 18.2% | 14 | 31.8% | 22 | 50.0% | 0 | - | 44 | 100% |
| B | 150 | 23.8% | 279 | 44.4% | 187 | 29.7% | 13 | 21.1% | 629 | 100% |
| C | 160 | 32.2% | 237 | 47.8% | 82 | 16.5% | 17 | 3.4% | 496 | 100% |

B - White Students

| New Freshmen | 1979 Status | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Dropped | | Returning Freshmen | | Sophomore | | Other | | Total | |
| 1978 H.S. Grade | N | % | N | % | N | % | N | % | N | % |
| A | 98 | 10.9% | 107 | 11.8% | 680 | 75.3% | 18 | 2.0% | 903 | 100% |
| B | 478 | 18.3% | 707 | 27.1% | 1366 | 52.4% | 56 | 2.1% | 2607 | 100% |
| C | 219 | 34.3% | 219 | 34.3% | 187 | 29.3% | 13 | 2.0% | 638 | 100% |

APPENDICES

# APPENDIX A

## ALTERNATIVE PROJECTIONS OF THE PROPORTION OF BLACK STUDENTS AMONG THE 1985 HIGH SCHOOL GRADUATES

A. Projection based on recent high school data

The percentage black among the most recent high school classes (years 1976 to 1979) has been 16.5%, 18.7%, 19.8% and 20.3% respectively. The rate of increase (in percentage points) has decreased from 2.2 for 1976-77 to .5 for 1978-79. Assuming that the annual rate of increase for the next six years (1980-85) will stabilize at .5, it can be projected that 23% of the 1985 high school graduates in Maryland will be black students. In assuming a stable annual increase of .5 percentage points this projection does not take into account the decline in the rate of increase for the last four years.

B. Projection based on birth data

The proportion of non-white births among all live births in Maryland for years 1961 to 1967 (which corresponds to the high school graduating classes of years 1979 to 1985) was stable at around 22%. Based on these data, it can be projected that the proportion of black high school graduates in the next six years will not change significantly; i.e., it will remain at around 20-21%. In using birth data only, this projection does not take into account immigration of black families (with school-age children) to Maryland. However, immigration would be a factor only if it were different for whites and blacks. There is currently no evidence of such a difference.

C. Projection based on high school and birth data

This method is based on the ratio of

$$\frac{\text{\% Black of High School Graduates in Year (x)}}{\text{\% Non-White of Live Births in Year (x-18)}}$$

| Year | %Non-White Births | Year | % Black H.S. Grads | Ratio |
|---|---|---|---|---|
| 1961 | 22.4 | 1979 | 20.3 | .906 |
| 1960 | 22.5 | 1978 | 19.8 | .880 |
| 1959 | 22.8 | 1977 | 18.7 | .820 |
| 1958 | 22.5 | 1976 | 16.5 | .733 |

The increase of this ratio could be attributed to either a decrease in the drop-out rate of black students or an increase in the immigration rate of black families or a combination of both. However, the rate of increase of this ratio has decreased from .087 for 1976-77 to .026 for 1978-1979. If this rate of increase stabilize at .016, by 1985 the ratio will be 1.0. This would translate into a projected 22% black students among the 1985 high school graduates - the 1967 proportion of non-white births being 22.3%.

# APPENDIX B

## PROJECTIONS OF 1985 BLACK FULL-TIME FRESHMEN

The SBHE has projected 54,679 high school graduates for 1985. Between 11,483 (21%) to 12,576 (23%) are expected to be black. The following table shows the relationship between number of high school graduates and first-time, full-time enrollment in the State public higher education institutions for years 1976-1979 (black students only):

| Year | (1) Number of Spring H.S. Graduates* | (2) Number of Fall Full-Time Freshmen | (3) Ratio (2) ÷ (1) |
|---|---|---|---|
| 1976 | 10,241 | 4,648 | .454 |
| 1977 | 11,500 | 5,494 | .478 |
| 1978 | 12,405 | 4,952 | .400 |
| 1979 | 12,564 | 5,300 | .422 |

If this ratio stabilize at .42 it can be expected that between 4,823 (11,483 x .42) and 5,282 (12,576 x .42) black students will enroll as full-time freshmen in the State public higher education institutions. Forty-four percent of them (if recent trends hold) will enroll in community colleges[1] (2,122 - 2,324); and 56% (2,701 - 2,958) in 4-year institutions.

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[1] The community colleges' share of the black first-time, full-time enrollment was 44.9% in 1977; 42.9% in 1978; and 44.4% in 1979. As 1978 was an "atypical" year in black enrollment, 44% was used as the "norm".

# APPENDIX C

## Development of 1985 Graduate Goals

The Task Force adopted the following statewide goal for black graduate enrollment:

> "By 1985 the proportion of black State residents who graduate from public undergraduate 4-year institutions in the State and enter public institutions for graduate study or professional training in the State should be (or continue to be) equal to the proportion of white State residents who graduate from such undergraduate institutions and enter such institutions for graduate study or professional training."

It is not possible at this time to assess the present status of black graduate enrollment in relation to the Statewide goal. The data necessary to conduct this assessment will become available in Fall, 1980 through the newly established Degree Information System.

The first step to facilitate the adoption of realistic 1985 other-race graduate enrollment segmental goals, was to operationally define the Statewide goal as follows: "The proportion of blacks among students enrolling for the first time in graduate programs in public institutions in the State should equal the proportion of blacks among the students receiving a bachelor degree from public institutions in the State." In re-defining the Statewide goal in this fashion, two critical assumptions were made. First, that the proportions of blacks among State residents and non-State residents who receive a bachelor degree are equal; and the second, that the proportions of blacks among State residents and non-State residents who are enrolled as first-time graduate students are equal.

Table 14 shows that while 13.6% of all first-time graduate students were black (vs. 13% black among bachelors degree recipients in reporting period 1978-1979), 24.3% of the State colleges and 52.2% of Morgan but only 8.6% of the U.M. first-time graduate students were black. It may be inferred then that the main problem with the enrollment of blacks in graduate programs is their distribution across segments.

The second step in the development the 1985 graduate enrollment goals was projecting the proportion of blacks among these students who will receive a bachelor degree in the 1984-85 reporting period. To a large extent it will be predicated on undergraduate retention rates. Table C-1 shows data on the proportion of black students among bachelors degree recipients for years 1973 to 1979. Also included are data on first-time full-time enrollment for years 1976 to 1979. Assuming that the next two (Fall 1980 and Fall 1981) entering classes will be 22-23% black; and assuming that the retention rate of black students will increase, it may be tentatively projected that black students will be 15-18% of the bachelors degree recipients in the 1984-1985 reporting period.

This projected increase in the proportion of blacks among bachelor degree recipients should provide for the increase of black enrollment at the University of Maryland campuses while maintaining the present level of black enrollment at the BTSUC's institutions.

Table C-1

BACHELOR DEGREES AWARDED TO BLACK STUDENTS

| Reporting Period | % Black |
|---|---|
| 1978-1979 | 13.0% |
| 1977-1978 | 12.2% |
| 1976-1977 | 12.7% |
| 1975-1976 | 12.7% |
| 1974-1975 | 10.8% |
| 1973-1974 | 10.5% |

FULL-TIME, FIRST-TIME BLACK FRESHMEN

| Fall Term | % Black |
|---|---|
| 1979 | 22.4% |
| 1978 | 20.9% |
| 1977 | 21.4% |
| 1976 | 22.1% |